

Tohono O'odham Kekel Ha-Maṣcamakuḍ

Board of Trustees Regular Meeting

July 16, 2026

Desert Diamond Casino & Hotel

Tucson, Arizona

In Person & Virtual Meeting

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Board of Trustees Regular Meeting
Thursday, July 16, 2026, 9:00 am
Desert Diamond Casino & Hotel
Tucson, Arizona

In Person and Virtual Meeting – Phone, Internet via Zoom

AGENDA

General Matters

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General Matters

1. Executive Session

Adjournment

Tohono O'odham Kekel Ha-Maṣcamakuḍ
TOCC Board of Trustees
P.O. Box 3129 Sells, AZ 85634
Phone: (520) 479-2304 | Fax: (520) 383-8403
www.tocc.edu

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Board of Trustees Budget Subcommittee
Thursday, June 18, 2025
8:00 a.m.
TOCC Boardroom, Ma:cidag Gewkdag Ki:, S-cuk Du'ag Maṣcamakuḍ
In Person Meeting

GENERAL MATTERS

1. Call to Order / Roll Call

   The Board of Trustees Budget Subcommittee meeting was Called to Order at 8:07 a.m. by Chairperson Ofelia Zepeda. The two (02) members of the BOT Budget Subcommittee were present.

Present	Excused Absence	Unexcused Absence	Attendance Time	TOCC Board of Trustees
X			8:07 a.m.	Dr. Ofelia Zepeda, Chairperson
X			8:07 a.m.	Treena Parvello, Secretary
				Administration Members
X			8:07 a.m.	Dr. Stephen Schoonmaker, President
X			8:07 a.m.	Joann Miguel, Dean of Finance
				Recorder
X			8:07 a.m.	Evan Thomas, Special Assistant to the President
				Guests
X			8:07 a.m.	Dr. Alfred Moore, Controller

Executive Summary: TOCC BOT Budget Subcommittee acted on the following at the Thursday, June 18, 2026 meeting:

- By consensus, agreed to move the FY2027 TOCC Budget with the 5% COLA forward and be reviewed by the full TOCC Board of Trustees.

President Schoonmaker introduced Dr. Alfred Moore, Controller, to the BOT Budget Subcommittee. Dr. Moore began his employment with the college on June 01, 2026. As part of the Finance Division, he reviewed the proposed FY2027 TOCC Budget with YPTC.

NEW BUSINESS

1. Proposed FY2027 TOCC Budget – Dr. Stephen Schoonmaker, President and Joann Miguel, Dean of Finance

   President Schoonmaker and Dean Miguel reviewed the proposed FY2027 TOCC Budget with the BOT Budget Subcommittee.

   Three (03) days of budget reviews were conducted with each division and component of the college on May 5 -7, 2026.

   Compiling this information with the Finance Division and YPTC resulted in the proposed budget for FY2027. Dr. Schoonmaker acknowledged the efforts of Joann Miguel, the TOCC Finance Division and Nicole Ramer with appreciation.

   The proposed Unrestricted Operating Budget was reviewed. The Restricted Expenses Budget was reviewed.

   By consensus, the BOT Budget Subcommittee agreed to move the proposed FY2027 TOCC Budget with the 5% COLA forward and be reviewed by the full TOCC Board of Trustees.

ADJOURNMENT – 8:52 am

By consensus, the June 18, 2026 BOT Budget Subcommittee Meeting was adjourned at 8:52 am.

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TOCC Board of Trustees
P.O. Box 3129 Sells, AZ 85634
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Tohono O'odham Kekel Ha-Maṣcamakuḍ
Board of Trustees Regular Meeting
Thursday, June 18, 2026
9:00 a.m.
TOCC Boardroom, Ma:cidag Gewkdag Ki:, S-cuk Du'ag Maṣcamakuḍ
In Person / Virtual Meeting

GENERAL MATTERS

1. Call to Order / Roll Call

   The Board of Trustees Regular Meeting was Called to Order at 9:03 a.m. by Chairperson Ofelia Zepeda. Four (05) members were present.

Present	Excused Absence	Unexcused Absence	Attendance Time	TOCC Board of Trustees
X			9:03 a.m.	Dr. Ofelia Zepeda, Chairperson
X			9:03 a.m.	Marjorie Juan, Vice Chairperson
X			9:03 a.m.	Treena Parvello, Secretary
X			9:03 a.m.	Jonas Robles, Elder Member
		X	9:03 a.m.	Mary Bliss, Member
				Administration Members
X			9:03 a.m.	Dr. Stephen Schoonmaker, President
X			9:03 a.m.	Joann Miguel, Dean of Finance
X			9:03 a.m.	Yolanda Pacheco, Dean of Student Services
X			9:03 a.m.	O. Liz Zepeda, Interim Academic Dean
				Recorder
X			9:03 a.m.	Evan Thomas, Special Assistant to the President
				Guests
X			9:03 a.m.	Julio Galindo, Director of Communications and College Advancement
X			9:03 a.m.	Raphael Mendoza, Behavioral Health Counselor
X			9:03 a.m.	Adrianne Rios, Cultural Liaison
X			9:03 a.m.	Frances Benavidez, Project Director, TEAC NSF, O'odham Ñi'okĭ Ki:
X			9:03 a.m.	Dr. Adrian Quijada, Director, LGOS

X			9:03 a.m.	Carmella Ortega, Grant Coordinator, Sponsored Projects Office
X			9:03 a.m.	Dr. Tracy Worthey, Interim Human Resources Director
X			9:03 a.m.	Dr. Alfred Moore, Controller
X				Mildred Manuel, Director, Sponsored Projects Office
X			9:03 a.m.	Martha Lee, Special Projects Consultant
X			9:03 a.m.	Jay Juan, Chief of Operations
X			9:03 a.m.	Alexander Powell, Vice President, Personal Wealth, Goldman Sachs Wealth Services
X			9:03 a.m.	Cassandra Scott, Phoenix Center Director
X			9:03 a.m.	Iris Nez, Bookstore Manager
X			9:03 a.m.	Avis Becenti, Student Support Specialist I
X			9:03 a.m.	Chloe Begay, Human Resources Generalist
X			9:03 a.m.	Drew Harris, Interim Director of Student Life
X			9:03 a.m.	Rosie Ramon, Academics Coordinator, Education Division
X			9:03 a.m.	Gloria Benavidez, Student Support Specialist II
X			9:03 a.m.	Rebecca Valentine, Data Entry Clerk
X			9:03 a.m.	Ashlynn Siquieros, Financial Aid Technician
X			9:03 a.m.	Annastasia Gonzalez, Office Coordinator, Finance Division
X			9:03 a.m.	DeAnndra Porter, Traditional Food Systems Outreach
X			9:03 a.m.	Carmella A. Pablo, Principal Accountant, Sponsored Projects Office
X			9:03 a.m.	E. Lynn Liston, Media Coordinator, O'odham Ñi'okĭ Ki:
X			9:03 a.m.	Dr. R. Mariah ShieldChief, Director, Tohono O’odham Studies
X			9:03 a.m.	Joyce Miguel, Farm Manager Assistant, Agriculture Extension Program
X			9:03 a.m.	Kristen Eberhardt, Project Director, Title III Grants
X			9:03 a.m.	Erica Misuraca, ESB Design + Build
X			9:03 a.m.	Delores Felix, Bookstore Assistant
X			9:03 a.m.	Diana Antone, Financial Aid Manager

Executive Summary: TOCC BOT acted on the following at the June 18, 2026 regular meeting:

- Approved the May 21, 2026 Board of Trustees Regular Meeting minutes as presented.
- Accepted the May 2026 Financial Report as presented.
- Approved the FY2027 TOCC Budget with a 5% COLA as presented.
- Accepted the June 09, 2026 Human Resources report as presented.
- Approved the reclassification of the Administrative Assistant to Office Coordinator for the O'odham Ñi'okĭ Ki: (O'odham Language Center) as presented.
- Approved the College proceed with requesting the construction funds to support the facility development and improvements for Wiṣag Koṣ Maṣcamakuḍ as presented.
- Approved the submission of the IRC, UA – 2026 RISE Mini Grant Program proposal as presented.

2. Invocation

The invocation was given by Trustee Jonas Robles.

3. Review and Approval of Agenda

The meeting agenda was reviewed. The Informational Item – Organizational Chart was omitted and the IRC, UA – 2026 RISE Mini Grant Program Proposal Submission was added as New Business Item No. 6.

A motion was made to approve the meeting agenda with the omission and added New Business Item No. 6.

MOTION: Motion by Marjorie Juan, Seconded by Treena Parvello to approve the meeting agenda with the omission and added New Business Item No. 6.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT.
MOTION APPROVED

4. Announcements and Upcoming Events

TOCC All Staff Meeting Rescheduled
Friday, June 26, 2026
8:30 am – 10:00 am
GSK 1-3, S-cuk Du'ag Maṣcamakuḍ

Juneteenth 2026
June 19, 2026
TOCC Closed
All Staff Meeting -June 2026
Rescheduled to Friday, June 26, 2026

Bahidag Harvest
July 01 – 02, 2026
S-cuk Du'ag Maṣcamakuḍ
Thursday, 4:00 pm: Kui'pad Making
Friday, 5:00 am: Harvest & Sitol Making

July 4th Holiday
Observed Friday, July 03, 2026
TOCC Closed

July BOT Regular Meeting and Retreat
Thursday & Friday July 16 – 17, 2026
Desert Diamond Casino & Hotel, Tucson and Sahuarita

Albert Espinoza bad 1st Year Death Anniversary
Saturday July 11, 2026, 12 pm – 6pm
GSK, S-cuk Du'ag Maṣcamakuḍ

5. Minutes for the May 21, 2026 Board of Trustees regular meeting were made available electronically and included in the June 2026 board packet. Secretary Parvello reviewed the minutes and indicated there were no changes made.

   A motion was made to approve the May 21, 2026 TOCC Board of Trustees regular meeting minutes as presented.

   MOTION: Motion by Jonas Robles, Seconded by Marjorie Juan to approve the May 21, 2026 Board of Trustees regular meeting minutes as presented.
   VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
   MOTION APPROVED

6. Call to the Audience – None

PRESENTATION

Goldman Sachs Investment Management Services Provider – Alexander Powell, Vice President, Personal Wealth

Mr. Alex Powell presented information on the investment management services for the college to the BOT. Monthly reports will be submitted to the College Administration. TOCC's Investment Committee will report any changes necessary to the approved policy to the Board of Trustees.

INFORMATIONAL

2025 – 2026 TOCC Annual Report Review – Martha Lee, Special Projects Consultant

Ms. Martha Lee reviewed the draft 2025-2026 TOCC annual report with the BOT. The report is a snapshot in time of the College's work during the year. Information was shared or corrected as the review progressed. A final version will be submitted to the BOT for approval.

Summer 2026 Withdrawal Deadline – Yolanda Pacheco, Dean of Student Services

The 2025 – 2026 Academic Calendar had several changes made late in the Fall 2025 semester. The need for changes centered around the length of 8-week Sub-terms. Approval was given by the BOT.

The final approval included a Withdrawal Deadline of June 29, 2026. However, that date was not changed on the Academic Calendar posted on the college website. The date indicated is July 02, 2026. Upon discovery, the error was reviewed by the Leadership team who decided to keep the Withdrawal Deadline as July 02, 2026. The Registrar's Office concurs with this decision.

NEW BUSINESS

1. May 2026 Financials – Joann Miguel, Dean of Finance

   Dean Miguel reviewed the May 2026 Financial Report with the Board of Trustees.

   Converting to ADP for payroll processing has had an impact on departments and grants. Once ADP has finished the mapping setup, the payroll expenses will be updated. The Sponsored Projects Office continues to process drawdowns. With the College's new Director of Sponsored Projects, a meeting will be scheduled to gather requirements for a reporting template and to improve indirect cost calculations, including consultant expense methodology.

   Ms. Mildred Manuel, Director, Sponsored Projects Office was present and acknowledged. Her start date was June 15, 2026.

   A motion was made to accept the May 2026 Financial Report as presented.

   MOTION: Motion by Marjorie Juan, Seconded by Treena Parvello to accept the May 2026 Financial Report as presented.
   VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
   MOTION APPROVED

2. Fiscal Year 2027 TOCC Budget – Joann Miguel, Dean of Finance, Dr. Stephen Schoonmaker, President

   President Schoonmaker and Dean Miguel reviewed the proposed FY2027 TOCC Budget with the BOT. In Spring 2026 there was a decline in student enrollment. There is a decline in student enrollment across the country. Enrollment funding for FY2027 is based on numbers for academic year 2024-2025. The BOT Budget Subcommittee recommended to bring the proposed FY2027 TOCC Budget with a 5% COLA for the board's consideration.

   A motion was made to approve the FY2027 TOCC Budget with a 5% COLA as presented.

   MOTION: Motion by Marjorie Juan, Seconded by Jonas Robles to approve the FY2027 TOCC Budget with the 5% COLA as presented.
   VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
   MOTION APPROVED

3. Human Resources Report – Tracy Worthey, Interim Human Resources Director

   Interim HR Director Worthey reviewed the June 09, 2026 Recommendation for Approval of Personnel Actions and the Employment Vacancy Activity Log. Since Interim HR Director Worthey's association with the College, there have been 30 New Hires. The following were present and introduced to the BOT:

   Dr. Alfred Moore, Controller
   Julio Galindo, Director of Communications and College Advancement
   Raphael Mendoza, Behavioral Health Counselor

A motion was made to accept the Human Resources Report for June 09, 2026 as presented.

MOTION: Motion by Treena Parvello, Seconded by Marjorie Juan to accept the Human Resources Report for June 09, 2026 as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
MOTION APPROVED

4. Position Reclassification – Administrative Assistant to Office Coordinator – Tracy Worthey, Interim Human Resources Director

   The O'odham Ñi'okĭ Ki: (O'odham Language Center) operates as a fully grant-funded program, supporting multiple multi-million dollar grants, including awards from the National Science Foundation and the Tohono O'odham Nation. Initially approved as an Administrative Assistant position, the program implementation has progressed and the scope of work requires a higher level of coordination and oversight than originally anticipated. The position will be supported through a cost share between the NSF TEAC grant and the Tohono O'odham Nation award, reflecting its role in supporting activities across multiple program initiatives.

   A motion was made to approve the reclassification of the Administrative Assistant to Office Coordinator for the O'odham Ñi'okĭ Ki: (O'odham Language Center) as presented.

   MOTION: Motion by Marjorie Juan, Seconded by Jonas Robles to approve the reclassification of the Administrative Assistant to Office Coordinator for the O'odham Ñi'okĭ Ki: (O'odham Language Center) as presented.
   VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
   MOTION APPROVED

5. Tribal Entrepreneurship Hub Accelerator Grant – Dr. Stephen Schoonmaker, President

   In October 2024, the Board was given a report regarding a grant opportunity with the EPA for the creation of a Tribal Entrepreneurship HUB (TrE-HUB). The Board approved the College submitting the letter of intent to AIHEC, partnering with the Decade Project. Although the letter was selected for full grant application development, the funding dissipated with the change in Federal administration.

   In Fall 2025, the College was contacted by The Decade Project (TDP). The goal of TDP is to grow American business ownership and entrepreneurship to look like America by 2035. Another 7,300 more Native-owned businesses in America need to be successfully launched. The College determined the grant application could be modified to submit for funding from the Economic Development Administration (EDA).

   The College's intentions are to request construction funding while the current year funding window remains open. The College will finalize the Wiṣag Koṣ Maṣcamakuḍ Master Facility Plan for presentation to the Board in the next few months. The drafted NEPA documents were reviewed.

Recognition was given to Jay Juan, TOCC, Erica Misuraca, ESB Design + Build and Marc Fleetwood, ESB Design + Build.

A motion was made to approve the College proceed with requesting the construction funds to support the facility development and improvements for Wiṣag Koṣ Maṣcamakuḍ as presented.

MOTION: Motion by Marjorie Juan, Seconded by Jonas Robles to approved the College proceed with requesting the construction funds to support the facility development and improvements for on Wiṣag Koṣ Maṣcamakuḍ as presented.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
MOTION APPROVED

6. Indigenous Resilience Center (IRC), University of Arizona – 2026 RISE Mini Grant Program Proposal Submission – Dr. Adrian Quijada, Director, LGOS

   The grant proposal is to create a micro-certificate program in soil analysis titled: A Soil Analysis Micro-certificate for Indigenous Farmers. This initiative aligns with TOCC's mission to deliver relevant education and workforce development to help build the Nation. The micro-certificate program in soil analysis is designed not only to strengthen technical knowledge among Indigenous farmers, but also to promote self-sufficiency, environmental stewardship and economic resilience within the Tohono O'odham Nation and neighboring tribal communities.

   The board members expressed concern with the last minute submission of the grant proposal and emphasized the importance of reviewing the documents prior to the scheduled regular board meetings.

   A motion was made to approve the submission of the IRC, UA – 2026 RISE Mini Grant Program proposal as presented.

   MOTION: Motion by Marjorie Juan, Seconded by Treena Parvello to approve the submission of the IRC, UA – 2026 RISE Mini Grant Program proposal as presented.
   VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
   MOTION APPROVED

REPORTS – BY DIVISION and DIVISION COMPONENTS

The TOCC Division and Division Component Reports were reviewed and highlights summarized.

1. President, Human Resources, Operations, O'odham Ñi'okĭ Ki:, Title III, Office of the Cultural Liaison

2. Education Division, Tohono O'odham Studies, O'ohana Ki:, Faculty Senate, LGOS / Agriculture Extension Program, Career Technical and Community Development (including Apprenticeship)

3. Student Services Division, Recruiter, Student Success Coach, WCD Success Coach, Student Success Coordinator, S-Ki:kig Mascama Ki: (TOCC Phoenix Center)

4. Student Life, Food Program, Residence Life, Athletics & Wellness, Campus Security

GENERAL MATTERS

7. Executive Session

   The BOT excused the meeting guests and convened for an Executive Session at 12:12 pm

ADJOURNMENT – 12:54 pm

A motion was made to adjourn the June 18, 2026 TOCC Board of Trustees regular meeting.

MOTION: Motion by Jonas Robles, Seconded by Treena Parvello to adjourn the June 18, 2026 TOCC Board of Trustees regular meeting.
VOTE: 4 FOR, 0 OPPOSED, 0 ABSTAIN, 1 ABSENT
MOTION APPROVED

June 2026 - Preliminary

Monthly Report

Fiscal Year-End June 30, 2026

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Prepared By: Nicole Ramer, YPTC and Dr. Alfred Moore Jr.,
TOCC Controller
on July 7, 2026

Note: Data is sourced from Jenzabar and the board approved budget.

EXECUTIVE SUMMARY

Tohono O'odham Community College (TOCC) continues to demonstrate strong financial health and operational resilience despite ongoing political uncertainty.

In May, payroll processing was converted from Paychex to ADP. The allocation mapping process from ADP has been delayed. Payroll expenses included in this report have been estimated for May and June based on historical averages from the last 3 pay dates processed by Paychex. Conversations with ADP are ongoing and actual payroll allocations to departments and grants will be recorded once that work is completed.

This is a preliminary report for the month ended June 30, 2026. In additional to the payroll allocations, additional annual adjustments will be completed in the coming weeks in preparation for the fiscal year audit.

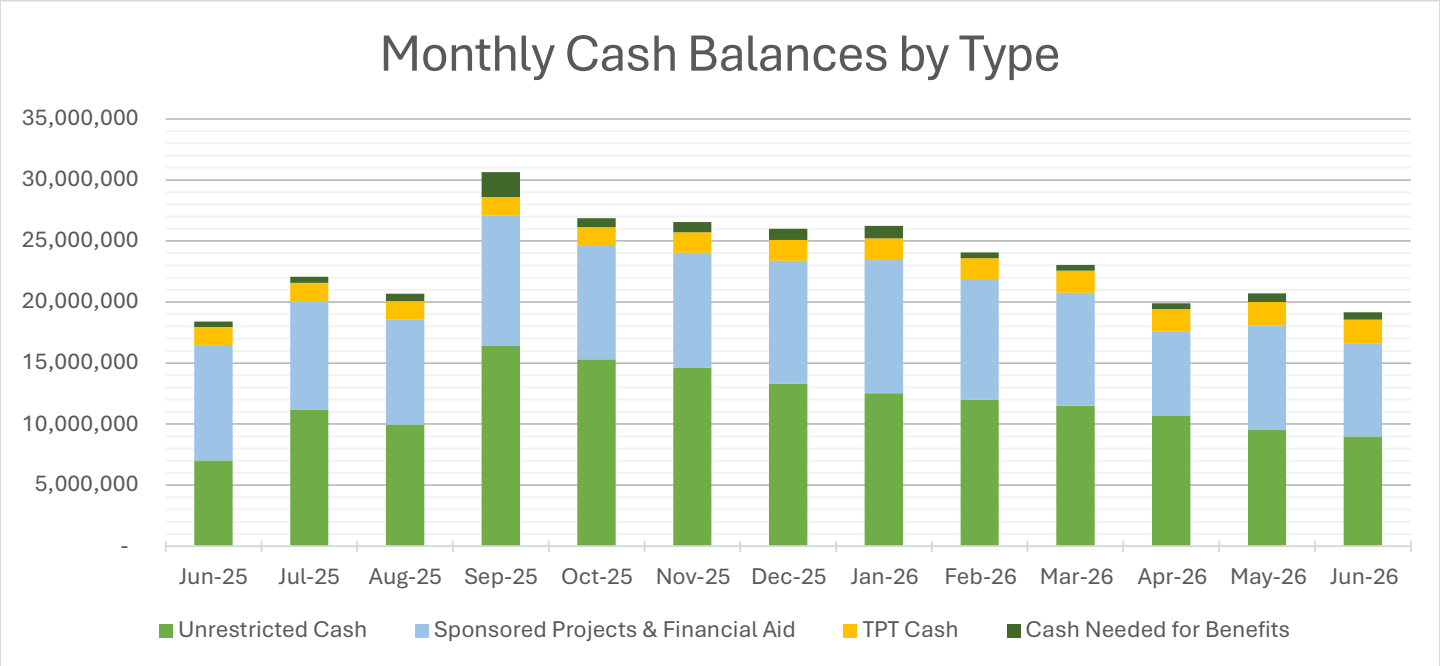
As of this preliminary report, year-to-date unrestricted expenses are 19% below budget. This percentage will decrease as the final expenses are recorded, but expenses are expected to remain significantly under budget to end the fiscal year. This favorable variance reflects effective fiscal management across departments, supported in part by vacant budgeted positions.

FINANCIAL HIGHLIGHTS

Cashflow: The chart below breaks down the total cash balance for the last 13 months by the following categories:

- Cash Needed for Benefits – this represents the outstanding balance payable to TON, covering six months of benefits from January to June 2026. Invoices were received for benefits through April 2026 and reconciliations are in progress.
- TPT Cash – restricted cash for AZ TPT State Construction Needs Funding (20-1400).
- Sponsored Projects & Financial Aid – restricted cash for net grant activities.
- Unrestricted Cash – the total cash balance less the amounts detailed above.

With average unrestricted expenses estimated at $984K per month during the current fiscal year-to-date, the College's unrestricted cash balance is sufficient to fund approximately 9 months of operations. This coverage is expected to decrease over the remainder of the academic year.



FINANCIAL HIGHLIGHTS *continued*

Sponsored Projects & Financial Aid:

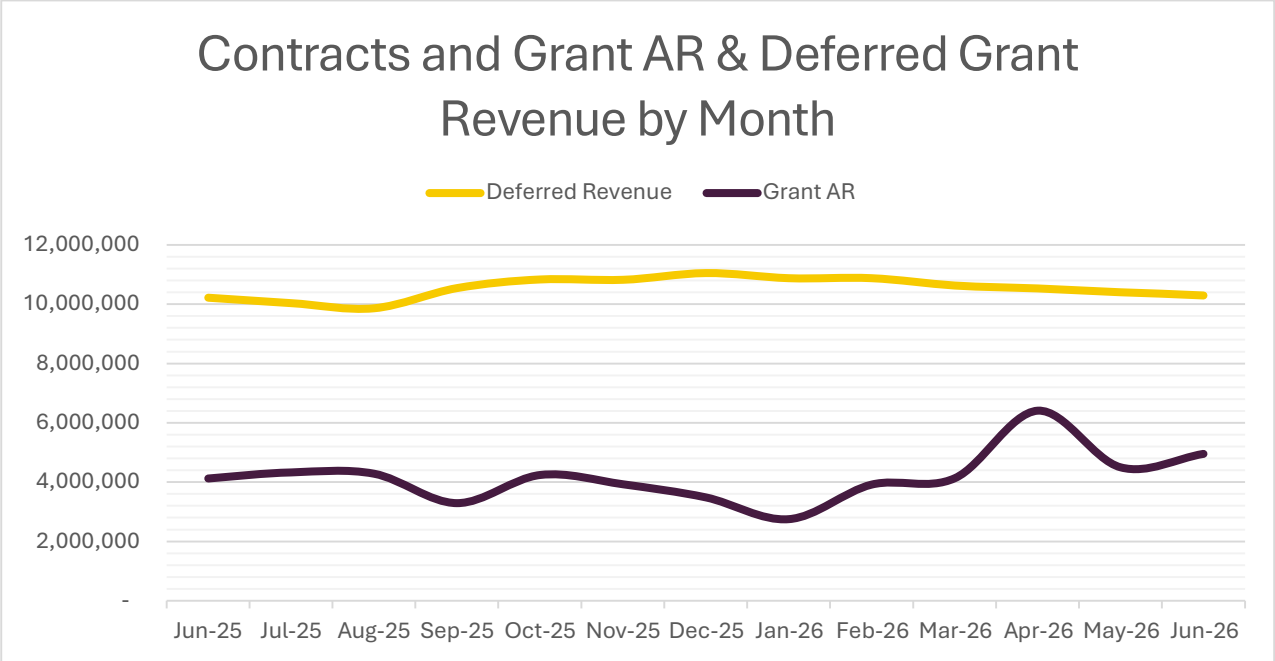
The graph below shows the trend of both deferred revenue and grant accounts receivable over the last 13 months. The deferred revenue will decrease as restricted funds have been spent. Grant AR will decrease as drawdowns are processed and rise with new expenditures.

The Grant AR balance increased slightly from May after expense activity and the drawdowns noted below. Most of the deferred revenue balance remains concentrated in three grants: AZ TPT State Construction Needs Funding (1400), American Rescue Plan Fund (ARP) BIE PL 117-2 (1680) and Ed Stabilization Fund Covid 19 Assistance (8021).

Cash receipts for grants include:

- A drawdown of $436K for AZ DES Workforce Scholarship Program (1409)
- A drawdown of $787K for PELL (8030)
- New grant funding of $10K for AIHEC Cangleska Student Success Initiative (1417)

In addition to the grant funds, $6K was received from AICF and other sources for direct scholarships for students.



RECOMMENDATIONS / UPDATES

- A review of the grant drawdown and reporting process is recommended. Once a new Director of Sponsored Projects is hired, a meeting will be scheduled to gather requirements for a reporting template and to improve indirect cost calculations, including consultant expense methodology.
- The FY27 budget has been approved by the board of trustees.
- The savings account earned $37K in interest in June. This amount is not included in this report and will be recognized before the final June financial statements are provided for the FY26 audit.

INTEROFFICE MEMORANDUM

TO: **Board of Trustees, Tohono O'odham Community College**
FROM: **Finance Department**
DATE **7/16/2026**
AGENDA ITEM: **Monthly Financial Reports For June 30, 2026**

EXECUTIVE SUMMARY

Enclosed are the financial reports for June 2026, and detailed budget reports by department.
The format was prepared and "Intended For Internal Management Use Only".
For the month ending June 30, 2026, as follows:

	Bank of America - operating account		$ 418,713
	Bank of America - operating savings account		16,786,079
	Bank of America - TPT construction needs		1,955,241
	Bank of America - secondary checking		6,550
	Bookstore cash		(746)
	Petty cash		100
Cash and cash equivalents in all accounts			$ 19,165,937
Investments:			
	Wells Fargo Investments - building and operating reserves		$ 2,194,058
	Community Foundation of Southern Arizona - endowment		521,570
Investment total			$ 2,715,628
Other Assets			
	Student accounts receivable, net	605,072	
	Contracts and grants receivable	4,959,804	
	Bookstore inventory	402,646	
	Prepaid expenses	317,883	
	Right of use assets, net	235,326	
	Land, buildings and equipment (net of depreciation)	20,535,966	
			$ 27,056,697
Total Assets			$ 48,938,261

Recommendation: The President recommends the Board of Trustees accept the financial report for the month ended June 30, 2026.

Operating Ending Cash Balance for June 30, 2026

Bank of America - operating account	$ 418,713
Bank of America - operating savings account	16,786,079
Less: Restricted Sponsored Projects Net Activity	(7,825,106)
Less: Restricted Student Financial Aid Net Activity	195,481
Less: Estimated cash needed for accrued benefits payment to TON	(603,775)
Ending Operating Cash Balance as of June 30, 2026	$ 8,971,391
Ending Operating Cash Balance as of June 30, 2025	$ 7,466,402

Tohono O'odham Community College
Statements of Financial Position
As of June 30, 2026, May 31, 2026, and June 30, 2025 (Unaudited)
(Intended for Internal Management Purposes Only)

Assets	(Unaudited) June 2026	(Unaudited) May 2026	(Audited) June 2025
Bank of America - operating account	$ 418,713	$ 2,007,023	$ 16,899,615
Bank of America - operating savings account	16,786,079	16,786,079	-
Bank of America - TPT construction needs	1,955,241	1,909,880	1,488,113
Bank of America - secondary checking	6,550	6,550	6,550
Bookstore cash	(746)	271	1,266
Petty cash	100	100	100
* Student accounts receivable, net	605,072	663,541	276,053
Contracts and grants receivable	4,959,804	4,501,734	4,130,812
Bookstore inventory	402,646	401,809	302,126
Prepaid expenses	317,883	585,786	176,184
Wells Fargo Investments - building and operating reserves	2,194,058	2,194,058	2,075,467
Community Foundation of Southern Arizona - endowment	521,570	521,570	475,157
Right of use assets, net	235,326	235,326	235,326
* Land, buildings and equipment, net	20,535,966	20,535,966	21,301,963
Total Assets	**$ 48,938,261**	**$ 50,349,693**	**$ 47,368,732**
Liabilities and Net Assets			
Accounts payable	$ 173,081	$ 269,563	$ 482,241
Salary related payable	1,445,628	1,069,433	1,057,807
Deposits/funds held for others	29,870	29,870	29,870
Other payables and accrued expenses	215,721	238,731	376,710
Right of use liabilities	250,155	250,155	250,155
Deferred grant revenue	10,302,792	10,411,500	10,222,439
Total Liabilities	**$ 12,417,247**	**$ 12,269,251**	**$ 12,419,222**
Net Assets:			
Unrestricted:			
Designated by the board of trustees	$ 1,818,011	$ 1,818,011	$ 1,818,011
Designated endowment CFSA	210,340	210,340	210,340
Expended for property and equipment	8,638,796	8,638,796	8,638,796
Designated for operating budget plus grants	23,902,029	25,185,614	21,935,449
Unrestricted Net Assets	34,569,176	35,852,761	32,602,596
Temporarily restricted:	1,951,839	2,227,681	2,346,914
Restricted Net Assets	1,951,839	2,227,681	2,346,914
Total Net Assets	**$ 36,521,014**	**$ 38,080,442**	**$ 34,949,510**
Total Liabilities and Net Assets	**$ 48,938,261**	**$ 50,349,693**	**$ 47,368,732**

*Recap #1

* Recap Explained of Net Students Accounts Receivable	June 2026	May 2026	June 2025
Accounts receivable	$ 781,743	$ 840,212	$ 452,724
Allowance for bad debt	(176,671)	(176,671)	(176,671)
* Student accounts receivable, net	$ 605,072	$ 663,541	$ 276,053

*Recap #2

* Recap Explained of Net Fixed Assets	June 2026	May 2026	June 2025
Land, buildings & equipment	$ 32,615,283	$ 32,615,283	$ 32,615,283
Accumulated depreciation	(12,079,317)	(12,079,317)	(11,313,319)
* Land, buildings and equipment, net	$ 20,535,966	$ 20,535,966	$ 21,301,963

TOHONO O'ODHAM COMMUNITY COLLEGE

Unrestricted Budget Activity

For the Twelve Months Ended June 30, 2026

Tohono O'odham Community College
Statements of Activities - Budget and Actual
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

UNRESTRICTED OPERATING BUDGET	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Unrestricted revenues:				
Tuition and fees	$ 283,245	$ 124,000	$ 159,245	128%
Student housing	-	82,000	(82,000)	-100%
Legislative contribution - Tohono O'odham Nation	5,096,045	5,096,045	-	0%
Tribal Community College Act	8,122,757	7,000,000	1,122,757	16%
Indirect costs recovered on restricted federal grants	331,680	700,000	(368,320)	-53%
Unrestricted gifts and donations	54,511	75,000	(20,489)	-27%
Bookstore sales	97,974	159,000	(61,026)	-38%
Miscellaneous income	25,450	11,000	14,450	131%
Total Unrestricted Revenues	$ 14,011,663	$ 13,247,045	$ 764,618	6%
Unrestricted expenses:				
Educational program services:				
Instruction	$ 2,967,077	$ 3,426,795	$ 459,718	13%
Student services	1,238,282	1,510,119	271,837	18%
Auxiliary enterprises	437,381	550,700	113,319	21%
Supporting services:				
Academic support	547,770	705,772	158,002	22%
Institutional support without depreciation and bad debt	2,957,064	3,662,077	705,013	19%
Operations and maintenance	1,279,684	1,423,491	143,807	10%
Sustainability and solar	96,971	314,308	217,337	69%
Student life	602,536	728,027	125,491	17%
San Carlos	1,374,782	1,447,639	72,857	5%
Culinary arts program	1,112	93,000	91,888	99%
Tohono Kosin	99,400	294,224	194,824	66%
S-Ki:kig Maşcama Ki: Many Houses - Phx	176,829	284,557	107,728	38%
Grant match (1117/1526)	23,284	62,629	39,345	63%
Total Unrestricted expenses	$ 11,802,172	$ 14,503,338	$ 2,701,166	19%
Unrestricted operating change in net assets	$ 2,209,492	$ (1,256,293)	$ 3,465,785	
Other unrestricted revenues and expenses:				
Unrestricted special projects revenue	$ 100,000			
Unrestricted special projects expenses	43,004			
Unrestricted special projects change in net assets	56,996			
Interest Income	301,085			
Endowment income net of fees	46,414			
Investment income net of fees	118,590			
Total other income	466,089			
Depreciation	765,997			
Total other unrestricted revenue and expenses	(242,912)			
Restricted change in net assets	(395,076)			
Total change in net assets	$ 1,571,504			
FY25 Unspent funds to rollover to FY26				
Sustainability and solar		131,354		
Tohono Kosin		253,853		
Total FY25 Unspent Funds to Rollover		385,207		
Budgeted unrestricted operating change in net assets Including rollover funds		(871,086)		

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
INSTRUCTION				
Instruction - 1100				
Compensation	$ 2,236,539	$ 2,549,763	$ 313,224	12%
Employee related expenses	482,204	503,338	21,135	4%
Commuter allowance	6,570	1,854	(4,716)	-254%
Consultant fees	24,337	17,650	(6,687)	-38%
Education supplies	124	5,000	4,876	98%
Furniture & fixtures	-	10,000	10,000	100%
Meeting expense	11,403	5,000	(6,403)	-128%
Mileage	623	1,500	877	58%
Office supplies	676	2,500	1,824	73%
Art Program Supplies	21,828	-	(21,828)	
Registrations	450	4,000	3,550	89%
Stipends	-	10,350	10,350	100%
Subscriptions/periodicals	-	1,000	1,000	100%
Travel & training	13,592	25,000	11,408	46%
	$ 2,798,346	$ 3,136,955	$ 338,609	11%
Work Force Comm Development - 1500				
Compensation	$ 100,600	$ 133,167	$ 32,567	24%
Employee related expenses	24,589	30,569	5,980	20%
Advertising & promotion	258	1,500	1,242	83%
Commuter allowance	1,358	1,854	496	27%
Consultant fees	-	2,000	2,000	100%
Education supplies	1,076	3,000	1,924	64%
Guest speakers/honorariums	1,000	3,000	2,000	67%
Meeting expense	320	2,000	1,680	84%
Office supplies	142	500	358	72%
Office Equipment	1,919	2,000	81	4%
Other office supplies	481	800	319	40%
Stipends	250	-	(250)	
Registrations	-	2,000	2,000	100%
Travel & training	-	6,000	6,000	100%
	$ 131,993	$ 188,390	$ 56,397	30%
ABE-GED - 1800				
Compensation	$ -	$ 60,000	$ 60,000	100%
Employee related expenses	-	19,050	19,050	100%
Awards & gifts	6	-	(6)	
Education supplies	33,527	8,000	(25,527)	-319%
Meeting expense	3,192	6,000	2,808	47%
Memberships	-	400	400	100%
Other office supplies	13	1,000	987	99%
Printing	-	1,000	1,000	100%
Registrations	-	2,000	2,000	100%
Travel & training	-	4,000	4,000	100%
	$ 36,737	$ 101,450	$ 64,713	64%
TOTAL INSTRUCTION	$ 2,967,077	$ 3,426,795	$ 459,718	13%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
STUDENT SERVICES				
Student Services - 5100				
Compensation	$ 617,403	$ 707,623	$ 90,220	13%
Employee related expenses	193,930	203,676	9,746	5%
Comm/student events	13,845	15,000	1,155	8%
Commuter allowance	3,032	3,708	676	18%
Consultant fees	9,900	10,000	100	1%
Education supplies	880	500	(380)	-76%
Furniture & fixtures	3,835	3,000	(835)	-28%
Graduation	3,818	18,000	14,182	79%
Meeting expense	138	2,000	1,862	93%
Memberships	-	2,000	2,000	100%
Mileage	640	750	110	15%
Printing	715	4,000	3,285	82%
Other office Supplies	1,114	3,000	1,886	63%
Promotional	3,917	6,000	2,083	35%
Recruiting	16,512	22,000	5,488	25%
Registrations	3,979	9,000	5,021	56%
Travel & training	7,078	20,000	12,922	65%
	$ 880,738	$ 1,030,257	$ 149,519	15%
Financial Aid Office - 5200				
Compensation	$ 151,685	$ 195,902	$ 44,218	23%
Employee related expenses	41,369	57,802	16,433	28%
Memberships	150	1,000	850	85%
Office supplies	1,170	500	(670)	-134%
Program supplies	-	1,000	1,000	100%
Registrations	3,390	3,500	110	3%
Travel & training	6,323	15,000	8,677	58%
	$ 204,086	$ 274,704	$ 70,618	26%
Residence Life - 5400				
Compensation	$ 92,375	$ 133,907	$ 41,532	31%
Employee related expenses	38,822	18,351	(20,471)	-112%
Advertising	-	1,500	1,500	100%
Community/student events	3,950	6,000	2,050	34%
Custodial expenses	5,941	9,000	3,059	34%
Furniture & fixtures	-	10,000	10,000	100%
Meeting expense	502	1,000	498	50%
Memberships	-	500	500	100%
Mileage	123	1,200	1,077	90%
Office supplies	235	200	(35)	-17%
Program Supplies	-	1,500	1,500	100%
Registration expenses	-	1,500	1,500	100%
Stipends	11,050	10,500	(550)	-5%
Subscriptions/periodicals	-	4,000	4,000	100%
Travel & training	460	5,000	4,540	91%
	$ 153,459	$ 204,158	$ 50,699	25%
Student Clubs - 1410				
Office supplies	$ -	$ 400	$ 400	100%
Meeting expense	-	600	600	100%
	$ -	$ 1,000	$ 1,000	100%
TOTAL STUDENT SERVICES	$ 1,238,282	$ 1,510,119	$ 271,837	18%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
AUXILIARY ENTERPRISES				
Athletics - 5300				
Compensation	$ 92,249	$ 102,458	$ 10,209	10%
Employee related expenses	30,826	41,549	10,723	26%
Advertising & promotion	8,010	10,000	1,990	20%
Archery expense	2,708	6,000	3,292	55%
Consultant fees	11,855	20,500	8,645	42%
Contracts/subcontracts	50,256	60,000	9,744	16%
Meals	9,917	-	(9,917)	
Memberships	16,148	14,000	(2,148)	-15%
Mileage	-	4,500	4,500	100%
Office supplies	1,806	2,500	694	28%
On travel medical	756	1,000	244	24%
Printing	1,269	-	(1,269)	
Program supplies	24,182	25,000	818	3%
Recruiting expense	-	2,500	2,500	100%
Travel	8,657	5,000	(3,657)	-73%
Uniform/retail purchases	21,743	20,000	(1,743)	-9%
	$ 280,480	$ 315,007	$ 34,527	11%
Bookstore - 9100				
Compensation	$ 98,100	$ 98,479	$ 379	0%
Employee related expenses	33,299	32,214	(1,085)	-3%
Cost of goods sold-retail	-	67,000	67,000	100%
Office supplies	4,432	8,000	3,568	45%
Promotional	21,070	30,000	8,930	30%
	$ 156,901	$ 235,693	$ 78,792	33%
TOTAL AUXILIARY ENTERPRISES	$ 437,381	$ 550,700	$ 113,319	21%
ACADEMIC SUPPORT				
Academic Support - 1200				
Compensation	$ 205,315	$ 284,477	$ 79,162	28%
Employee related expenses	64,814	71,960	7,146	10%
Community student events	2,239	7,500	5,261	70%
Consultant fees	200	5,000	4,800	96%
Contracts/subcontracts	-	7,000	7,000	100%
Education supplies	673	-	(673)	
Meeting expense	1,620	2,500	880	35%
Memberships	-	2,000	2,000	100%
Mileage	145	-	(145)	
Office supplies	1,470	2,000	530	27%
Program supplies	476	2,000	1,524	76%
Promotional	-	500	500	100%
Registrations	-	2,000	2,000	100%
Stipends	250	-	(250)	
Travel & training	3,012	8,000	4,988	62%
	$ 280,214	$ 394,937	$ 114,723	29%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is:	0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Library - 4130					
Compensation		$ 155,087	$ 175,795	$ 20,708	12%
Employee related expenses		59,184	59,376	192	0%
Commuter allowance		962	1,854	892	48%
Consultant fees		15,675	18,600	2,925	16%
Contracts/subcontracts		7,682	10,000	2,318	23%
Education supplies		-	3,000	3,000	100%
Library collection		2,470	5,000	2,530	51%
Meeting expenses		-	400	400	100%
Memberships		-	160	160	100%
Office equipment		1,489	7,000	5,511	79%
Other office supplies		1,640	1,000	(640)	-64%
Program supplies		-	500	500	100%
Promotional		-	500	500	100%
Registrations		-	150	150	100%
Subscriptions/periodicals		20,952	25,000	4,048	16%
Travel & training		2,415	2,500	85	3%
		$ 267,556	$ 310,835	$ 43,279	14%
TOTAL ACADEMIC SUPPORT		$ 547,770	$ 705,772	$ 158,002	22%
INSTITUTIONAL SUPPORT					
President's Office - 6100					
Compensation		$ 255,974	$ 340,208	$ 84,234	25%
Employee related expenses		58,396	82,838	24,442	30%
Car allowance		7,657	7,416	(241)	-3%
Meeting expense		1,993	1,500	(493)	-33%
Mileage		-	500	500	100%
Office supplies		282	500	218	44%
Registrations		1,300	2,500	1,200	48%
Student related travel		999	1,000	1	0%
Travel & training		12,167	15,000	2,833	19%
		$ 338,768	$ 451,462	$ 112,694	25%
Himdag - 6150					
Community/student events		$ 15,412	$ 20,400	$ 4,988	24%
Employee Related Benefits		$ 57	$ -	$ (57)	
Meeting Expense		6,187	-	(6,187)	
Promotional		-	2,000	2,000	100%
Stipends		-	7,000	7,000	100%
		$ 26,006	$ 29,400	$ 3,394	12%
Board of Trustees - 6190					
Communications		$ 845	$ 1,000	$ 155	15%
Meeting expenses		9,024	7,000	(2,024)	-29%
Mileage		3,607	4,000	393	10%
Travel & training		3,682	4,500	818	18%
Trustee fees		18,855	12,500	(6,355)	-51%
		$ 36,013	$ 29,000	$ (7,013)	-24%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Institutional Effectiveness - 1300				
Compensation	$ 72,265	$ 126,809	$ 54,544	43%
Employee related expenses	19,938	37,263	17,325	46%
Mileage	-	200	200	100%
Registrations	-	600	600	100%
Travel & training	-	5,000	5,000	100%
	$ 92,203	$ 169,872	$ 77,669	46%
Administration & Finance - 6200				
Compensation	$ 266,962	$ 509,096	$ 242,134	48%
Employee related expenses	86,838	155,652	68,814	44%
Auditing	60,000	80,000	20,000	25%
Bank charges	15,749	2,500	(13,249)	-530%
Commuter allowance	1,516	1,854	338	18%
Consultants	30,659	-	(30,659)	
Contracts/subcontracts	227,979	324,000	96,021	30%
Meeting expenses	325	400	75	19%
Mileage	-	100	100	100%
Office supplies	5,734	4,500	(1,234)	-27%
Registrations	-	250	250	100%
Travel & training	-	1,000	1,000	100%
	$ 695,762	$ 1,079,352	$ 383,590	36%
General Support Services - 6300				
Benefits unemployment	$ 585	$ 6,000	$ 5,415	90%
Contracts/subcontracts	1,048	-	(1,048)	
Advertising & Promotion	37,500	-	(37,500)	
Employee tuition waivers	-	6,810	6,810	100%
Events	211	-	(211)	
Insurance	158,964	250,000	91,036	36%
Legal fees	31,044	35,000	3,956	11%
Meeting expenses	24,406	8,000	(16,406)	-205%
Memberships	47,175	41,600	(5,575)	-13%
Postage & delivery	2,378	25,000	22,622	90%
Promotional	32,502	3,500	(29,002)	-829%
Subscriptions & periodicals	7,569	5,000	(2,569)	-51%
Travel & training	17,491	6,400	(11,091)	-173%
	$ 360,872	$ 387,310	$ 26,438	7%
IT - 6350				
Compensation	$ 103,185	$ 139,151	$ 35,966	26%
Employee related expenses	22,018	39,816	17,798	45%
Communications	132,104	168,000	35,896	21%
Computer related items	293,821	290,000	(3,821)	-1%
Consultant fees & expenses	164,047	144,000	(20,047)	-14%
Contracts/subcontracts	138,063	183,000	44,937	25%
Licenses & fees	319,795	235,000	(84,795)	-36%
Machine equip repairs & service	16,429	25,000	8,571	34%
Meeting expense	-	500	500	100%
Memberships	774	1,177	403	34%
Office equipment	-	40,000	40,000	100%
Office supplies	844	1,500	656	44%
Other equipment & tools	6,361	5,000	(1,361)	-27%
Registrations	1,398	6,000	4,602	77%
Travel & training	410	8,000	7,590	95%
	$ 1,199,248	$ 1,286,144	$ 86,896	7%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
Human Resources - 6700				
Compensation	$ 41,262	$ 157,272	$ 116,010	74%
Employee related expenses	18,946	45,961	27,015	59%
Advertising	4,549	6,000	1,451	24%
Commuter allowance	-	1,854	1,854	100%
Memberships	-	500	500	100%
Meeting expense	-	500	500	100%
Office supplies	367	360	(7)	-2%
Other professional fees	143,066	4,990	(138,076)	-2767%
Recruiting	-	1,800	1,800	100%
Registrations	-	3,300	3,300	100%
Travel & training	-	7,000	7,000	100%
	$ 208,191	$ 229,537	$ 21,346	9%
TOTAL INSTITUTIONAL SUPPORT	$ 2,957,064	$ 3,662,077	$ 705,013	19%
OPERATIONS AND MAINTENANCE - 7100				
Compensation	$ 444,332	$ 546,018	$ 101,686	19%
Employee related expenses	123,992	163,119	39,127	24%
Auto expenses	3,315	20,000	16,685	83%
Building rent	252,588	180,000	(72,588)	-40%
Commuter allowance	1,516	1,854	338	18%
Contracts/subcontracts	78,259	128,000	49,741	39%
Custodial expense	33,438	45,500	12,062	27%
Office supplies	771	2,000	1,229	61%
Travel & training	-	2,000	2,000	100%
Utilities	129,386	200,000	70,614	35%
Vehicle & building repair & maintenance	12,843	25,000	12,157	49%
Vehicle rental	199,244	110,000	(89,244)	-81%
TOTAL OPERATIONS AND MAINTENANCE	$ 1,279,684	$ 1,423,491	$ 143,807	10%
SUSTAINABILITY - 5160				
Compensation	$ 68,651	$ 145,316	$ 76,665	53%
Employee related expenses	27,634	38,790	11,156	29%
Commuter allowance	685	1,854	1,169	63%
Meeting expense	-	1,000	1,000	100%
Mileage	-	600	600	100%
Office equipment	-	500	500	100%
Office supplies	-	1,000	1,000	100%
Registrations	-	1,000	1,000	100%
Travel & training	-	2,000	2,000	100%
TOTAL SUSTAINABILITY	$ 96,971	$ 192,060	$ 95,089	50%
Solar Program (5161)				
Compensation	$ -	$ 75,000	$ 75,000	100%
Employee related expenses	-	20,948	20,948	100%
Consultants	-	6,000	6,000	100%
Education supplies	-	10,000	10,000	100%
Guest speakers	-	1,000	1,000	100%
Machine equipment repairs	-	1,000	1,000	100%
Meeting expense	-	1,000	1,000	100%
Memberships	-	800	800	100%
Mileage	-	1,500	1,500	100%
Office equipment	-	500	500	100%
Other office supplies	-	500	500	100%
Registrations	-	1,000	1,000	100%
Travel & training	-	3,000	3,000	100%
TOTAL SOLAR	$ -	$ 122,248	$ 122,248	100%
TOTAL SUSTAINABILITY AND SOLAR	$ 96,971	$ 314,308	$ 217,337	69%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
STUDENT LIFE - 5150				
Compensation	$ 478,339	$ 556,183	$ 77,844	14%
Employee related expenses	121,335	153,990	32,655	21%
Community & student events	829	1,000	171	17%
Commuter allowance	1,516	1,854	338	18%
Contracts/subcontracts	342	1,500	1,158	77%
Meeting expense	-	400	400	100%
Office supplies	-	600	600	100%
Program supplies	175	5,000	4,825	97%
Registrations	-	1,500	1,500	100%
Travel & training	-	6,000	6,000	100%
TOTAL STUDENT LIFE	$ 602,536	$ 728,027	$ 125,491	17%
SAN CARLOS - 6900				
Cost of goods sold	$ -	$ 90,000	$ 90,000	100%
ISC BIE annual funds	1,374,782	1,300,000	(74,782)	-6%
Tuition & fees	-	57,639	57,639	100%
TOTAL SAN CARLOS	$ 1,374,782	$ 1,447,639	$ 72,857	5%
CULINARY ARTS PROGRAM - 1498				
Compensation	$ -	$ 60,000	$ 60,000	100%
Employee related expenses	-	19,050	19,050	100%
Education supplies	-	5,250	5,250	100%
Equipment	-	5,000	5,000	100%
Guest speakers/honorariums	-	500	500	100%
Mileage	-	1,500	1,500	100%
Office supplies	1,112	-	(1,112)	
Printing	-	200	200	100%
Registrations	-	500	500	100%
Travel & training	-	1,000	1,000	100%
TOTAL CULINARY ARTS PROGRAM	$ 1,112	$ 93,000	$ 91,888	99%
TOHONO KOSIN				
Compensation	$ 51,264	$ 161,093	$ 109,829	68%
Employee related expenses	18,622	42,231	23,609	56%
Cleaning supplies	-	2,000	2,000	100%
Contracts/subcontracts	-	8,000	8,000	100%
Equipment	25,597	10,000	(15,597)	-156%
Food Purchases	2,157	30,000	27,843	93%
Licenses & fees	-	1,000	1,000	100%
Mach/equip repairs	-	6,000	6,000	100%
Mileage	-	500	500	100%
Office equipment	-	1,000	1,000	100%
Other office supplies	-	1,000	1,000	100%
Program supplies	1,760	30,000	28,240	94%
Registrations	-	400	400	100%
Travel & training	-	1,000	1,000	100%
TOTAL TOHONO KOSIN	$ 99,400	$ 294,224	$ 194,824	66%

Tohono O'odham Community College
Unrestricted Expenses and Budget by Department
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

Note: Remaining Budget Target for Operational expenses is: 0%	Year-to-Date Actual	2026 Annual Budget	Remaining Budget	Remaining %
S-Ki:kig Maṣcama Ki: Many Houses - Phx				
Compensation	$ 129,756	$ 190,284	$ 60,528	32%
Employee related expenses	27,610	53,669	26,059	49%
Advertising & promotion	1,219	2,000	781	39%
Commuter allowance	1,516	1,854	338	18%
Events	1,784	5,000	3,216	64%
Furniture and Fixtures	35	6,000	5,965	99%
Mileage	3,445	3,000	(445)	-15%
Meeting Expense	703	750	47	6%
Other office supplies	324	3,500	3,176	91%
Parking fees	5,430	9,000	3,570	40%
Printing	335	500	165	33%
Education Supplies	1,933	-	(1,933)	
Registrations	1,950	3,000	1,050	35%
Student meals	101	3,000	2,899	97%
Travel & training	687	3,000	2,313	77%
TOTAL S-Ki:kig Maṣcama Ki: Many Houses - F	$ 176,829	$ 284,557	$ 107,728	38%
TOTAL Grant match total	$ 23,284	$ 62,629	$ 39,345	63%
TOTAL UNRESTRICTED	$ 11,802,172	$ 14,503,338	$ 2,701,166	19%
Salaries & Benefits % of Total Expenses Excluding SCAC BIE distribution	69%	71%		

TOHONO O'ODHAM COMMUNITY COLLEGE

Restricted and Unrestricted Expenses: Budget by Project

For the Twelve Months Ended June 30, 2026

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
ACTIVE RESTRICTED SPONSORED PROJECTS				
Apprenticeship Program				
BIA 93-638 - Occupational Training TCCU (1301)				
(July 01, 2019 - June 30, 2025)				
Restricted revenues:				
Federal government grants	$ 1,002,484	$ 1,132,042	$ 129,558	11%
Restricted expenses:				
Compensation	211,085	200,000	(11,085)	-6%
Employee related expenses	34,498	-	(34,498)	N/A
Commuter allowance	554	-	(554)	N/A
Consultants	19,260	-	(19,260)	N/A
Equipment repairs & service	194	-	(194)	N/A
Meeting expense	7,141	-	(7,141)	N/A
Program supplies	8,408	-	(8,408)	N/A
Travel	2,791	-	(2,791)	N/A
Vehicle rental	-	-	-	N/A
Total restricted expenses	283,932	200,000	(83,932)	-42%
Excess (deficiency)	$ 718,552	$ 932,042	$ 213,490	
BIA 93-638 - Occupational Training TCCU (1302)				
(July 01, 2019 - June 30, 2025)				
Restricted revenues:				
Federal government grants	$ 162,234	$ 300,000	$ 137,766	46%
Restricted expenses:				
Compensation	20,142	-	(20,142)	N/A
Employee related expenses	14,203	175,000	160,797	92%
Mileage	-	5,000	5,000	100%
Supplies/other program cost	-	25,000	25,000	100%
Training	12,947	25,000	12,053	48%
Consultants/contracts	83,066	95,000	11,934	13%
Indirect costs	46,613	-	(46,613)	N/A
Total restricted expenses	176,971	325,000	148,029	46%
Excess (deficiency)	$ (14,737)	$ (25,000)	$ (10,263)	
Workforce Development (1401)				
(July 1, 2017 - June 30, 2021)				
Restricted revenues:				
Grant from other sources	$ 1,671,591	$ 897,810	$ (773,781)	-86%
State government grants	313,979	-	(313,979)	N/A
Total restricted revenues:	1,985,570	897,810	(1,087,760)	-121%
Restricted expenses:				
Compensation	951,347	-	(951,347)	N/A
Employee related expenses	218,042	-	(218,042)	N/A
Commuter allowance	6,588	-	(6,588)	N/A
Printing	711	-	(711)	N/A
Vehicle rental	110,206	-	(110,206)	N/A
Program supplies	86,831	-	(86,831)	N/A
Office supplies	698	-	(698)	N/A
Communications	3,308	-	(3,308)	N/A
Meeting expense	35,066	-	(35,066)	N/A
Stipends	581,923	-	(581,923)	N/A
Training	61,686	-	(61,686)	N/A
Subscriptions/periodicals	6,346	-	(6,346)	N/A
Office equipment	13,285	-	(13,285)	N/A
Computer equipment	8,433	-	(8,433)	N/A
Contracts/subcontracts	939,767	897,810	(41,957)	-5%
Construction materials	19,929	-	(19,929)	N/A
Total restricted expenses	3,044,165	897,810	(2,146,355)	-239%
Excess (deficiency)	$ (1,058,595)	$ -	$ 1,058,595	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AZ DES Workforce Scholarship Program (1409)				
(July 10, 2025 - Sept 30, 2026)				
Restricted revenues:				
State government grants	$ 435,531	$ 1,120,000	$ 684,469	61%
Restricted expenses:				
Compensation	587,197	708,355	121,158	17%
Employee related expenses	50,619	79,951	29,332	37%
Other equipment and tools	2,129	73,885	71,755	97%
Vehicle rental	26,890	46,000	19,110	42%
Indirect costs	97,504	211,810	114,306	54%
Total restricted expenses	764,338	1,120,000	355,662	32%
Excess (deficiency)	$ (328,807)	$ (0)	$ 328,807	
Total Apprenticeship Program				
Total Revenue	$ 3,585,819			
Total Expenses	4,269,407			
Total Excess (deficiency)	$ (683,587)			
AICF AT & T Digitized Career Success Program (1128)				
(7/1/22 - until expended)				
Restricted revenues:				
Grant from other sources	$ 150,000	$ 150,000	$ -	0%
Restricted expenses:				
Stipends	-	1,600	1,600	100%
Travel & training	29,891	29,891	(1)	0%
Meeting expense	34,927	40,087	5,160	13%
Program supplies	14,781	15,590	809	5%
Promotion/advertising	10,754	8,224	(2,529)	-31%
Registrations	1,650	1,650	-	0%
Computer equipment	30,422	34,669	4,247	12%
Awards & gifts	18,289	18,289	(0)	0%
Total restricted expenses	140,714	150,000	9,286	6%
Excess (deficiency)	$ 9,286	$ -	$ (9,286)	
TO Language Ctr Appropriation of Funds fr TON (1131)				
(10/1/23 -9/30/28)				
Restricted revenues:				
Grant from other sources	$ 896,880	$ 896,880	$ -	0%
Restricted expenses:				
Compensation	611,092	456,341	(154,751)	-34%
Employee related expenses	175,477	142,487	(32,989)	-23%
Computer equipment	55,944	110,000	54,056	49%
Mileage	-	4,000	4,000	100%
Registrations	4,840	5,000	160	3%
Travel	10,848	9,000	(1,848)	-21%
Commuter allowance	3,981	2,800	(1,181)	-42%
Postage	-	5,000	5,000	100%
Participant support	11,637	-	(11,637)	N/A
Printing	1,985	10,000	8,015	80%
Promotion/advertising	37,170	26,000	(11,170)	-43%
Equipment	6,974	8,100	1,126	14%
Consultant fees	14,616	50,000	35,384	71%
Office supplies	-	8,000	8,000	100%
Meeting expense	8,345	17,900	9,555	53%
Honorariums	10,046	14,408	4,362	30%
Stipends	22,000	-	(22,000)	N/A
Program supplies	22,528	27,843	5,315	19%
Total restricted expenses	997,482	896,880	(100,602)	-11%
Excess (deficiency)	$ (100,602)	$ (0)	$ 100,602	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
TEA Center: Reclaiming the O'odham Language (1151)				
04/01/2023-03/31/2028				
Restricted revenues:				
Federal government grants	$ 1,289,175	$ 2,500,000	$ 1,210,825	48%
Restricted expenses:				
Compensation	494,147	146,360	(347,787)	-238%
Employee related expenses	141,703	46,250	(95,453)	-206%
Travel	4,853	12,045	7,192	60%
Commuter allowance	3,392	-	(3,392)	N/A
Stipends	120,540	316,718	196,178	62%
Printing	32,024	36,000	3,976	11%
Equipment	2,966	1,500	(1,466)	-98%
Consulting fees	303,265	153,657	(149,608)	-97%
Meeting expense	65,610	33,830	(31,780)	-94%
Honorariums	21,420	20,000	(1,420)	-7%
Contracts/subcontracts	12,969	3,600	(9,368)	-260%
Participant support	6,763	-	(6,763)	N/A
Program supplies	66,161	113,200	47,039	42%
Indirect costs	151,707	116,840	(34,867)	-30%
Total restricted expenses	1,427,519	1,000,000	(427,519)	-43%
Excess (deficiency)	$ (138,344)	$ 1,500,000	$ 1,638,344	
AICF Community Aid for Student Success (1222)				
1/1/2021 - Until expended				
Restricted revenues:				
Grant from other sources	$ 48,000	$ 48,000	$ -	0%
Restricted expenses:				
Office supplies	7,610	2,000	(5,610)	-281%
Stipends	7,250	11,273	4,023	36%
Education/program supplies	2,181	3,768	1,587	42%
Office equipment/computers	30,635	30,959	324	1%
Total restricted expenses	47,676	48,000	324	1%
Excess (deficiency)	$ 324	$ -	$ (324)	
AICF Cultivating Native Student Success SEM (1225)				
7/1/2023 - 8/31/2028				
Restricted revenues:				
Grant from other sources	$ 750,000	$ 750,000	$ -	0%
Restricted expenses:				
Compensation	113,086	100,000	(13,086)	-13%
Employee related expenses	24,984	31,500	6,516	21%
Education supplies	-	900	900	100%
Furniture & fixtures	-	12,000	12,000	100%
Guest speakers/honorariums	4,700	700	(4,000)	-571%
Licenses & fees	4,610	10,500	5,890	56%
Meeting expenses	95,258	140,445	45,187	32%
Program supplies	4,653	300	(4,353)	-1451%
Mileage	-	4,000	4,000	100%
Other equipment & tools	-	4,000	4,000	100%
Promotion/advertising	107,288	124,000	16,712	13%
Registration	59,139	48,500	(10,639)	-22%
Stipends	15,868	17,000	1,132	7%
Student meals	12,930	20,500	7,570	37%
Travel & training	254,607	235,655	(18,952)	-8%
Total restricted expenses	697,122	750,000	52,878	7%
Excess (deficiency)	$ 52,878	$ -	$ (52,878)	

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AICF Community Based Native Arts (1226)				
6/1/2024 5/31/2026				
Restricted revenues:				
Grant from other sources	$ 75,000	$ 75,000	$ -	0%
Restricted expenses:				
Compensation	10,000	10,000	(0)	0%
Employee Related Benefits	816	3,160	2,344	74%
Travel	1,244	1,148	(96)	-8%
Meeting Expense	337	1,232	895	73%
Mileage	-	1,960	1,960	100%
Consultants	45,480	42,965	(2,515)	-6%
Stipends	9,190	-	(9,190)	N/A
Participant supoprt	-	9,517	9,517	100%
Program supplies	1,163	2,768	1,605	58%
Indirect admin fee expense	2,069	2,250	181	8%
Total restricted expenses	70,300	75,000	4,700	6%
Excess (deficiency)	$ 4,700	$ -	$ (4,700)	
AICF Advancing Indigenous Early Childhood Education (1227)				
6/1/2024 - 5/31/2027				
Restricted revenues:				
Grant from other sources	$ 70,000	$ 70,000	$ -	0%
Restricted expenses:				
Compensation	-	12,000	12,000	100%
Employee related expenses	1,102	3,780	2,678	71%
Travel	14,305	15,100	795	5%
Mileage	-	250	250	100%
Meeting expenses	-	500	500	100%
Consultants & professional fees	6,000	6,000	-	0%
Guest Speakers/honorariums	1,000	1,000	-	0%
Participant support	21,976	28,366	6,390	23%
Indirect admin fee expense	1,312	3,004	1,692	56%
Total restricted expenses	45,695	70,000	24,305	35%
Excess (deficiency)	$ 24,305	$ -	$ (24,305)	
AICF/TCU Preview Grant FY25 (1229)				
8/28/2024-05/01/2025				
Restricted revenues:				
Grant from other sources	$ 2,000	$ 2,000	$ -	0%
Restricted expenses:				
Promotion/advertising	1,832	1,898	66	3%
Meeting expense	85	102	17	17%
Total restricted expenses	1,916	2,000	84	4%
Excess (deficiency)	$ 84	$ -	$ (84)	
AICF Growing Indigenous Success - Geographic Information Science Computer Lab (1232)				
06/27/2025 - 02/27/2026				
Restricted revenues:				
Grant from other sources	$ 12,100	$ 12,100	$ -	0%
Restricted expenses:				
Computer equipment	-	12,100	12,100	100%
Total restricted expenses	-	12,100	12,100	100%
Excess (deficiency)	$ 12,100	$ -	$ (12,100)	
AICF Empowering Relatives Emergency Funds (1234)				
10/19/2025 - 06/06/2026				
Restricted revenues:				
Grant from other sources	$ 48,000	$ 23,000	$ (25,000)	-109%
Restricted expenses:				
Participant support	47,837	23,000	(24,837)	-108%
Total restricted expenses	47,837	23,000	(24,837)	-108%
Excess (deficiency)	$ 163	$ -	$ (163)	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
AICF President Leadership Award (1235)				
10/19/2025 - 06/06/2026				
Restricted revenues:				
Grant from other sources	$ 2,000	$ 2,000	$ -	0%
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 2,000	$ 2,000	$ -	
AICF Faculty Professional Development (1236)				
04/24/2025 - 12/31/2026				
Restricted revenues:				
Grant from other sources	21,275	21,275	-	0%
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 21,275	$ 21,275	$ -	
AZ TPT State Construction Needs Funding (1400)				
(July 1, 2017 - June 30, 2037)				
Restricted revenues:				
State government grants	$ 3,290,512	$ 3,120,000	$ (170,512)	-5%
Restricted expenses:				
Contracts/subcontracts	337,515	3,120,000	2,782,485	89%
Equipment rental	1,130	-	(1,130)	N/A
Construction supplies	722,516	-	(722,516)	N/A
Bank charges	106	-	(106)	N/A
Total restricted expenses	1,061,267	3,120,000	2,058,733	66%
Excess (deficiency)	$ 2,229,245	$ -	$ (2,229,245)	
A Western Regional Native American Language Resource Center in AZ (1408)				
(10/01/2024 - 9/30/2028)				
Restricted revenues:				
Grant from other sources	$ -	$ 41,688	$ 41,688	100%
Restricted expenses:				
Consultants	931	15,000	14,069	94%
Meeting expense	555	3,500	2,945	84%
Mileage	-	5,000	5,000	100%
Printing	-	4,853	4,853	100%
Stipends	7,000	10,000	3,000	30%
Indirect costs	-	3,335	3,335	100%
Total restricted expenses	8,486	41,688	33,202	80%
Excess (deficiency)	$ (8,486)	$ -	$ 8,486	
AZ State TOCC Remedial Education (1413)				
2023-2024 Academic Year				
Restricted revenues:				
State government grants	$ 2,000,000	$ 2,000,000	$ -	0%
Restricted expenses:				
Compensation	143,241	1,324,000	1,180,759	89%
Employee related expenses	25,637	423,680	398,043	94%
Mileage	-	75,720	75,720	100%
Communications	-	10,000	10,000	100%
Printing	-	8,000	8,000	100%
Promotion/Advertising	20,071	10,000	(10,071)	-101%
Licenses and fees	9,990	51,600	41,610	81%
Educational supplies	-	20,000	20,000	100%
Meeting expense	-	15,000	15,000	100%
Contracts/subcontracts	-	40,000	40,000	100%
Program supplies	102	22,000	21,898	100%
Total restricted expenses	199,041	2,000,000	1,800,959	90%
Excess (deficiency)	$ 1,800,959	$ -	$ (1,800,959)	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
Seed Fund (1415)				
(FY2024 - FY2025)				
Restricted revenues:				
Grant from other sources	$ 150,000	$ 75,000	$ (75,000)	-100%
Restricted expenses:				
Education supplies	-	1,000	1,000	100%
Equipment	-	4,200	4,200	100%
Meeting expense	-	4,000	4,000	100%
Office supplies	-	10,000	10,000	100%
Program supplies	-	50,000	50,000	100%
Furniture & fixtures	-	5,800	5,800	100%
Total restricted expenses	-	75,000	75,000	100%
Excess (deficiency)	$ 150,000	$ -	$ (150,000)	
NAAF Traditional Agriculture (1416)				
(11/1/2024-05/31/2026)				
Restricted revenues:				
Grant from other sources	$ 149,690	$ 149,690	$ -	0%
Restricted expenses:				
Compensation	77,714	40,000	(37,714)	-94%
Employee related expenses	11,638	14,400	2,762	19%
Computer equipment	45,916	6,829	(39,087)	-572%
Program supplies	-	36,500	36,500	100%
Promotion/advertising	-	500	500	100%
Stipends	-	30,240	30,240	100%
Travel	-	2,000	2,000	100%
Indirect costs	-	19,221	19,221	100%
Total restricted expenses	135,267	149,690	14,422	10%
Excess (deficiency)	$ 14,422	$ -	$ (14,422)	
AIHEC Cangleska Student Success Initiative (1417)				
(11/1/2024-05/31/2026)				
Restricted revenues:				
Grant from other sources	$ 9,750	$ 9,750	$ -	0%
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 9,750	$ 9,750	$ -	
Planting the Seeds of Culture & Food: Agricultural Experiential Education with Micro-credentials (1421)				
(9/1/2022 - 8/31/2026)				
Restricted revenues:				
Federal government grants	$ 295,966	$ 762,856	$ 466,890	61%
Restricted expenses:				
Compensation	250,411	341,499	91,088	27%
Employee related expenses	67,733	87,015	19,282	22%
Commuter allowance	138	-	(138)	N/A
Indirect contract expense	74,672	162,162	87,490	54%
Consultants	15,360	131,467	116,107	88%
Program supplied	-	20,713	20,713	100%
Stipends	-	20,000	20,000	100%
Total restricted expenses	408,315	762,856	354,541	46%
Excess (deficiency)	$ (112,349)	$ 0	$ 112,350	
BIE TCU Facilities & Improvements (1430) PL 116-260 (1430)				
(4/15/2020 -6/30/2026)				
Restricted revenues:				
Federal government grants	$ 2,228,570	$ 857,142	$ (1,371,428)	-160%
Restricted expenses:				
Construction supplies	84,663	-	(84,663)	N/A
Program supplies	116,150	-	(116,150)	N/A
Other office supplies	5,114	-	(5,114)	N/A
Equipment	85,363	-	(85,363)	N/A
Consultants	800	-	(800)	N/A
Other structural improvements	879,127	857,142	(21,985)	-3%
Total restricted expenses	1,171,217	857,142	(314,075)	-37%
Excess (deficiency)	$ 1,057,353	$ -	$ (1,057,353)	

Note: All data is sourced from Jenzabar

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
NIFA Endowment (1502)				
(Sept 1, 2021- Aug 31, 2024)				
Restricted revenues:				
Federal government grants	$ 513,239	$ 243,073	$ (270,166)	-111%
Restricted expenses:				
Compensation	1,590	-	(1,590)	N/A
Travel/professional development	2,779	-	(2,779)	N/A
Printing	10,694	-	(10,694)	N/A
Moving expenses	5,000	-	(5,000)	N/A
Communications	3,690	-	(3,690)	N/A
Vehicle rental	44,512	-	(44,512)	N/A
Promotion/advertising	39,854	36,000	(3,854)	-11%
Consultants/professionals	292,219	86,677	(205,542)	-237%
Building materials	1,689	-	(1,689)	N/A
Registrations	9,840	-	(9,840)	N/A
Meeting expense	24,163	7,500	(16,663)	-222%
Staff development	2,000	-	(2,000)	N/A
Guest Speaker/honorariums	1,361	-	(1,361)	N/A
Program supplies	69,854	96,000	26,146	27%
Other structural improvements	810	-	(810)	N/A
Office supplies	-	7,500	7,500	100%
Furniture & fixtures	5,087	-	(5,087)	N/A
Computer equipment	-	9,396	9,396	100%
Total restricted expenses	515,141	243,073	(272,068)	-112%
Excess (deficiency)	$ (1,902)	$ -	$ 1,902	
NIFA Endowment (1504)				
(Sept 1, 2024- no expiration)				
Restricted revenues:				
Federal government grants	$ 275,171	$ 275,171	$ -	0%
Restricted expenses:				
Consultants	36,990	64,500	27,510	43%
Equipment rental	5,020	10,000	4,980	50%
Mach/equip repairs	16,727	30,000	13,273	44%
Mileage	-	500	500	100%
Other professional fees	-	55,000	55,000	100%
Printing	-	500	500	100%
Program supplies	61,508	103,671	42,163	41%
Promotion / advertising	3,000	-	(3,000)	N/A
Registrations	-	1,000	1,000	100%
Vehicle rental	6,944	10,000	3,056	31%
Total restricted expenses	130,189	275,171	144,983	53%
Excess (deficiency)	$ 144,983	$ -	$ (144,983)	
NIFA Endowment (1511)				
(Sept 1, 2025- no expiration)				
Restricted revenues:				
Federal government grants	$ 403,307	$ -	$ (403,307)	N/A
Restricted expenses:				
Total restricted expenses	-	-	-	N/A
Excess (deficiency)	$ 403,307	$ -	$ (403,307)	
Extension Capacity "Sovereign O'idag" (Gardens) for A Sovereign Nation (1542)				
(Sept 1, 2022- Aug. 31, 2026)				
Restricted revenues:				
Federal government grants	$ 700,640	$ 1,065,000	$ 364,360	34%
Restricted expenses:				
Compensation	609,067	152,287	(456,780)	-300%
Employee related expenses	133,719	47,210	(86,509)	-183%
Travel	22,543	11,250	(11,293)	-100%
Stipends	-	8,800	8,800	100%
Meals		6,000	6,000	100%
Materials & supplies	56,329	17,253	(39,076)	-226%
Consultants	-	3,200	3,200	100%
Total restricted expenses	821,657	246,000	(575,657)	-234%
Excess (deficiency)	$ (121,017)	$ 819,000	$ 940,017	

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Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
Title III Part A Our Circle of Strength (1632)				
(Oct. 1, 2020 - Sept. 30, 2025)				
Restricted revenues:				
Federal government grants	$ 9,968,862	$ 6,559,520	$ (3,409,342)	-52%
Restricted expenses:				
Compensation	1,624,698	1,520,000	(104,698)	-7%
Employee related expenses	368,647	420,000	51,353	12%
Travel expense	-	86,000	86,000	100%
Commuter allowance	8,930	-	(8,930)	N/A
Vehicle rental	4,825	-	(4,825)	N/A
Consultant fees & expenses	36,050	200,000	163,950	82%
Education supplies & outreach	-	36,000	36,000	100%
Office supplies	20,526	-	(20,526)	N/A
Registrations	75	-	(75)	N/A
Contracts/subcontracts	34,738	-	(34,738)	N/A
Other structural Improvements	7,784,441	3,619,520	(4,164,921)	-115%
Office equipment	61,216	100,000	38,784	39%
Other	169	578,000	577,831	100%
Total restricted expenses	9,944,315	6,559,520	(3,384,795)	-52%
Excess (deficiency)	$ 24,547	$ -	$ (24,547)	
Title III Part A Our Circle of Strength (1633)				
(Oct. 1, 2025 - Sept. 30, 2030)				
Restricted revenues:				
Federal government grants	$ 67,849	$ 2,768,598	$ 2,700,749	98%
Restricted expenses:				
Compensation	199,937	387,316	187,379	48%
Employee related expenses	56,003	95,589	39,586	41%
Commuter allowance	69	2,000	1,931	97%
Consultants	-	10,000	10,000	100%
Contracts/subcontracts	5,400	10,000	4,600	46%
Memberships	-	100	100	100%
Other structural Improvements	745,684	2,253,593	1,507,909	67%
Printing	-	4,000	4,000	100%
Office equipment	-	5,000	5,000	100%
Education & office supplies	-	1,000	1,000	100%
Total restricted expenses	1,007,094	2,768,598	1,761,504	64%
Excess (deficiency)	$ (939,244)	$ -	$ 939,244	
Title III Part A-25A Our Circle of Strength (1634)				
(Oct. 1, 2025 - Sept. 30, 2030)				
Restricted revenues:				
Federal government grants	$ 2,008,159	$ 3,023,412	$ 1,015,253	34%
Restricted expenses:				
Equipment	-	1,020,288	1,020,288	100%
Education supplies	1,009,863	10,000	(999,863)	-9999%
Construction	1,908,124	1,908,124	-	0%
Other	-	85,000	85,000	100%
Total restricted expenses	2,917,987	3,023,412	105,425	3%
Excess (deficiency)	$ (909,828)	$ -	$ 909,828	
Title III Part F Honoring Yesterday to Build Tom. (1642)				
(Oct. 1, 2020 - Sept. 30, 2025)				
Restricted revenues:				
Federal government grants	$ 6,089,770	$ 4,655,008	$ (1,434,762)	-31%
Restricted expenses:				
Other structural Improvements	6,055,232	4,655,008	(1,400,224)	-30%
Total restricted expenses	6,055,232	4,655,008	(1,400,224)	-30%
Excess (deficiency)	$ 34,538	$ -	$ (34,538)	

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Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
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(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
Title III Part F Honoring Yesterday to Build Tom. (1643)				
(Oct. 1, 2025 - Sept. 30, 2030)				
Restricted revenues:				
Federal government grants	$ -	$ 1,487,201	$ 1,487,201	100%
Restricted expenses:				
Other structural Improvements	135,000	1,487,201	1,352,201	91%
Total restricted expenses	135,000	1,487,201	1,352,201	91%
Excess (deficiency)	$ (135,000)	$ -	$ 135,000	
USDA RD Solar Electric System (1652)				
(9/26/2022 - 9/25/2027)				
Restricted revenues:				
Federal government grants	$ -	$ 327,650	$ 327,650	100%
Restricted expenses:				
Consultants	-	327,650	327,650	100%
Total restricted expenses	-	327,650	327,650	100%
Excess (deficiency)	$ -	$ -	$ -	
USDA RD Solar Electric System (1006) Match				
Restricted expenses:				
Consultants	-	17,245	17,245	100%
Total matching expenses	-	17,245	17,245	100%
Excess (deficiency) Match	$ -	$ (17,245)	$ (17,245)	
Total USDA RD Solar Electric System (1652)	-	(17,245)	(17,245)	
USDA RD Furniture/Solar Electric System (1653)				
(9/1/2023 - 8/31/2028)				
Restricted revenues:				
Federal government grants	$ -	$ 351,000	$ 351,000	100%
Restricted expenses:				
Consultants	-	84,031	84,031	100%
Office equipment	7,114	8,000	886	11%
Other structural improvements	-	31,422	31,422	100%
Furniture & fixtures	214,141	178,174	(35,967)	-20%
Computer equipment	40,687	49,373	8,686	18%
Total restricted expenses	261,942	351,000	89,058	25%
Excess (deficiency)	$ (261,942)	$ -	$ 261,942	
USDA RD Furniture/Solar Electric System (1007) Match				
Restricted expenses:				
Furniture and Fixtures	18,600	18,600	-	0%
Total matching expenses	18,600	18,600	-	0%
Excess (deficiency) Match	$ (18,600)	$ (18,600)	$ -	
Total USDA RD Furniture/Solar Electric System (1653)	(280,542)	(18,600)	261,942	
USDA/NIFA (PARTNERSHIP w/ASU): Biobased Hydrogel Crystals for Mitigating Shrinkage in 3D-printed Concrete (1654)				
(July 2024 - June 2027)				
Restricted revenues:				
Federal government grants	$ -	$ 50,000	$ 50,000	100%
Restricted expenses:				
Compensation	12,000	32,476	20,476	63%
Employee related expenses	918	4,944	4,026	81%
Participant support	12,448	6,000	(6,448)	-107%
Promotional	-	5,000	5,000	100%
Travel	-	1,580	1,580	100%
Total restricted expenses	25,366	50,000	24,634	49%
Excess (deficiency)	$ (25,366)	$ -	$ 25,366	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
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(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
USDA RD Planning for Sustainability (1655)				
(9/12/2024 - 9/11/2029)				
Restricted revenues:				
Federal government grants	$ -	$ 278,216	$ 278,216	100%
TOCC Match	-	-	-	N/A
Restricted expenses:				
Consultants	73,457	278,216	204,759	74%
Total restricted expenses	73,457	278,216	204,759	74%
Excess (deficiency)	$ (73,457)	$ -	$ 73,457	
USDA RD Planning for Sustainability (1655) Match				
Restricted expenses:				
Consultants	26,784	26,784	-	0%
Total matching expenses	26,784	26,784	-	0%
Excess (deficiency)	$ (26,784)	$ (26,784)	$ -	
Total USDA RD Planning for Sustainability	(100,241)	(26,784)	73,457	
USDA RD Community Facilities Program (1656)				
(9/18/2025 - 9/17/2030)				
Restricted revenues:				
Federal government grants	$ -	$ 265,220	$ 265,220	100%
TOCC Match	-	-	-	N/A
Restricted expenses:				
Furniture and Fixtures	-	265,220	265,220	100%
Total restricted expenses	-	265,220	265,220	100%
Excess (deficiency)	$ -	$ -	$ -	
USDA RD Community Facilities Program (1656) Match				
Restricted expenses:				
Furniture and Fixtures	-	13,959	13,959	100%
Total matching expenses	-	13,959	13,959	100%
Excess (deficiency) Match	$ -	$ (13,959)	$ (13,959)	
Total USDA RD Community Facilities Program (1656)	-	(13,959)	(13,959)	
American Rescue Plan Fund (ARP) BIE PL 117-2 (1680)				
(July 1, 2019 - Until funds expended)				
Restricted revenues:				
Federal government grants	$ 5,581,278	$ 5,581,278	$ -	0%
Restricted expenses:				
Student assistance	-	5,581,278	5,581,278	100%
CARES ACT Emeg. Relief SCAC	1,259,555	-	(1,259,555)	N/A
Total restricted expenses	1,259,555	5,581,278	4,321,723	77%
Excess (deficiency)	$ 4,321,723	$ -	$ (4,321,723)	
Project Success Ascendium (1727)				
Emergency Aid/Paid Internship				
(Jan 1, 2020 - June 30, 2026)				
Restricted revenues:				
Grant from other sources	$ 106,689	$ 169,000	$ 62,311	37%
Restricted expenses:				
Adminstrative costs emergency aid	3,910	9,000	5,090	57%
Adminstrative costs paid internship	13,052	30,000	16,948	56%
Employee related expenses	55	-	(55)	N/A
Student funds emergency aid	15,957	30,000	14,043	47%
Stipends	1,650	-	(1,650)	N/A
Office supplies	424	-	(424)	N/A
Student funds paid internship	20,844	100,000	79,156	79%
Meeting expense	2,571	-	(2,571)	N/A
Total restricted expenses	58,463	169,000	110,537	65%
Excess (deficiency)	$ 48,226	$ -	$ (48,226)	

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
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	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
Ed Stabilization Fund Covid 19 Assistance (8021)				
(July 1, 2019 - Until funds expended)				
Restricted revenues:				
Federal government grants	$ 4,910,968	$ 4,910,968	$ -	0%
Restricted expenses:				
Compensation	280,746	-	(280,746)	N/A
Employee related expenses	149,166	-	(149,166)	N/A
Awards & Gifts	3,000	-	(3,000)	N/A
Book waivers	703,650	-	(703,650)	N/A
CARES ACT Higher Ed Emergency Relief	365,000	4,910,968	4,545,968	93%
CARES ACT Emeg. Relief SCAC	758,495	-	(758,495)	N/A
Cleaning supplies	4,672	-	(4,672)	N/A
Computer equipment	9,999	-	(9,999)	N/A
Construction Materials	9,692	-	(9,692)	N/A
Contracts/subcontracts	317,284	-	(317,284)	N/A
Consultants	61,802	-	(61,802)	N/A
Education supplies	71,607	-	(71,607)	N/A
Meeting expense	3,540	-	(3,540)	N/A
Payment to SCAC	91,537	-	(91,537)	N/A
Other office supplies	1,087	-	(1,087)	N/A
Staff development	46,000	-	(46,000)	N/A
Scholarships	68,400	-	(68,400)	N/A
Stipends	292,780	-	(292,780)	N/A
Student meals	50,009	-	(50,009)	N/A
Travel	9,955	-	(9,955)	N/A
Total restricted expenses	3,298,418	4,910,968	1,612,551	33%
Excess (deficiency)	$ 1,612,551	$ -	$ (1,612,551)	
TOTAL ACTIVE RESTRICTED SPONSORED PROJECTS				
Restricted revenues:				
Federal government grants	$ 35,497,672	$ 37,393,356	$ 1,895,684	5%
State government grants	6,040,023	6,240,000	199,977	3%
Grant from other sources	4,162,975	3,393,193	(769,782)	-23%
Total Restricted Revenues	45,700,670	47,026,548	1,325,879	3%
Restricted expenses:	37,233,077	43,767,481	6,534,404	15%
Excess (deficiency)	$ 8,467,592	$ 3,259,067	$ (5,208,525)	

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Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project
For the Grant Budget Period as Noted
(Intended for Internal Management Purposes Only)

	Grant Revenues / Expenses-to-Date			
	Actual	Grant Budget	Remaining Budget	Remaining %
STUDENT FINANCIAL AID				
Scholarships AICF (8010)				
Restricted revenues:				
Scholarship Award	$ 3,531,498			
Restricted expenses:				
Meetings	1,100			
Travel	582			
Program supplies	879			
Scholarships	3,517,807			
Total restricted expenses	3,520,368			
Excess (deficiency)	$ 11,130			
Private Scholarships (8015)				
Restricted revenues:				
Scholarship Award	$ 5,000			
Restricted expenses:				
Scholarships	-			
Total restricted expenses	-			
Excess (deficiency)	$ 5,000			
FSEOG (8020)				
Restricted revenue:				
Federal government grants	$ -			
Restricted expenses:				
Tuition & fee waivers	67,753			
Total restricted expenses	67,753			
Excess (deficiency)	$ (67,753)			
PELL (8030)				
Restricted revenue:				
Federal government grants	$ 9,196,953			
Restricted expenses:				
Refunds	1,623			
Grants to students	9,339,187			
Total restricted expenses	9,340,810			
Excess (deficiency)	$ (143,857)			
TOTAL STUDENT FINANCIAL AID				
Restricted revenue:				
Federal government grants	$ 9,196,953			
Scholarship Award	3,536,498			
	12,733,451			
Restricted expenses	12,928,932			
Excess (deficiency)	$ (195,481)			
UNRESTRICTED SPECIAL PROJECTS				
AICF Bridge Fund (1233)				
Oct 14, 2025 - Until funds expended				
Unrestricted revenues:				
Grant from other sources	$ 100,000	$ 100,000	$ -	0%
Unrestricted expenses:				
Compensation (hardship bonus)	27,744		(27,744)	N/A
Employee related expenses	2,979		(2,979)	N/A
Miscellaneous expense	12,281		(12,281)	N/A
Total Unrestricted expenses	43,004	-	(43,004)	N/A
Excess (deficiency)	$ 56,996	$ 100,000	$ 43,004	
TOTAL UNRESTRICTED SPECIAL PROJECTS				
Unrestricted revenues:				
Grant from other sources	$ 100,000	$ 100,000	$ -	0%
Total Unrestricted Revenues	100,000	100,000	-	0%
Unrestricted expenses:	43,004	-	(43,004)	N/A
Excess (deficiency)	$ 56,996	$ 100,000	$ 43,004	

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Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project Summary by Source
For the Grant Budget Period
(Intended for Internal Management Purposes Only)

		Actual			Grant Budget			Remaining Budget			Encumbrances*	
Source		Revenue	Expenses	Excess (deficiency) or Deferred Revenue (Grant AR)	Revenue	Expenses	Excess (deficiency)	Revenue	Expenses	Excess (deficiency)	Open POs	Remaining Budget Excess (deficiency) After Open POs
	Active Sponsored Projects											
Federal	TEA Center: Reclaiming the O'odham Language (1151)	1,289,175	1,427,519	(138,344)	2,500,000	1,000,000	1,500,000	1,210,825	(427,519)	(1,638,344)	104,808	(1,743,152)
Federal	BIA 93-638 - Occupational Training TCCU (1301)	1,002,484	283,932	718,552	1,132,042	200,000	932,042	129,558	(83,932)	(213,490)	5,380	(218,870)
Federal	BIA 93-638 - Occupational Training TCCU (1302)	162,234	176,971	(14,737)	300,000	325,000	(25,000)	137,766	148,029	10,263	1,561	8,702
Federal	Planting the Seeds of Culture & Food: Agricultural experiential education with Micro-credentials (1421)	295,966	408,315	(112,349)	762,856	762,856	0	466,890	354,541	(112,350)	15,440	(127,790)
Federal	BIE TCU Facilities & Improvements (1430) PL 116-260	2,228,570	1,171,217	1,057,353	857,142	857,142	-	(1,371,428)	(314,075)	1,057,353	82,042	975,311
Federal	NIFA Endowment (1502)	513,239	515,141	(1,902)	243,073	243,073	-	(270,166)	(272,068)	(1,902)	51	(1,953)
Federal	NIFA Endowment (1504)	275,171	130,189	144,983	275,171	275,171	-	-	144,983	144,983	896	144,087
Federal	NIFA Endowment (1511)	403,307	-	403,307	-	-	-	(403,307)	-	403,307	-	403,307
Federal	Extension Capacity "Sovereign O'idag" (Gardens) for A Sovereign Nation (1542)	700,640	821,657	(121,017)	1,065,000	246,000	819,000	364,360	(575,657)	(940,017)	6,821	(946,838)
Federal	Title III Part A Our Circle of Strength (1632)	9,968,862	9,944,315	24,547	6,559,520	6,559,520	-	(3,409,342)	(3,384,795)	24,547	-	24,547
Federal	Title III Part A Our Circle of Strength (1633)	67,849	1,007,094	(939,244)	2,768,598	2,768,598	-	2,700,749	1,761,504	(939,244)	78	(939,322)
Federal	Title III Part A-25A Our Circle of Strength (1634)	2,008,159	2,917,987	(909,828)	3,023,412	3,023,412	-	1,015,253	105,425	(909,828)	107,674	(1,017,502)
Federal	Title III Part F Honoring Yesterday to Build Tom. (1642)	6,089,770	6,055,232	34,538	4,655,008	4,655,008	-	(1,434,762)	(1,400,224)	34,538	-	34,538
Federal	Title III Part F Honoring Yesterday to Build Tom. (1643)	-	135,000	(135,000)	1,487,201	1,487,201	-	1,487,201	1,352,201	(135,000)	-	(135,000)
Federal	USDA RD Solar Electric System (1652)	-	-	-	327,650	327,650	-	327,650	327,650	-	-	-
Federal	USDA RD Furniture/Solar Electric System (1653)	-	261,942	(261,942)	351,000	351,000	-	351,000	89,058	(261,942)	1,009	(262,951)
Federal	USDA/NIFA Biobased Hydrogel Crystals for Mitigating Shrinkage in 3D-printed Concrete (1654)	-	25,366	(25,366)	50,000	50,000	-	50,000	24,634	(25,366)	-	(25,366)
Federal	USDA RD Planning for Sustainability	-	73,457	(73,457)	278,216	278,216	-	278,216	204,759	(73,457)	37,350	(110,807)
Federal	USDA RD Community Faciities Program (1656)	-	-	-	265,220	265,220	-	265,220	265,220	-	-	-
Federal	American Rescue Plan Fund (ARP) BIE PL 117-2 (1680)	5,581,278	1,259,555	4,321,723	5,581,278	5,581,278	-	-	4,321,723	4,321,723	-	4,321,723
Federal	Ed Stabilization Fund Covid 19 Assistance (8021)	4,910,968	3,298,418	1,612,551	4,910,968	4,910,968	-	-	1,612,551	1,612,551	30,313	1,582,238
	Total Federal Sponsored Projects	$ 35,497,672	$ 29,913,307	$ 5,584,366	$ 37,393,356	$ 34,167,313	$ 3,226,042	$ 1,895,684	$ 4,254,007	$ 2,358,323	$ 393,422	$ 1,964,901
State	AZ TPT State Construction Needs Funding (1400)	$ 3,290,512	$ 1,061,267	$ 2,229,245	$ 3,120,000	$ 3,120,000	$ -	$ (170,512)	$ 2,058,733	$ 2,229,245	$ 22,918	$ 2,206,327
State	Workforce Development (1401)	1,985,570	3,044,165	(1,058,595)	897,810	897,810	-	(1,087,760)	(2,146,355)	(1,058,595)	1,134	(1,059,728)
State	AZ DES Workforce Scholarship Program (1409)	435,531	764,338	(328,807)	1,120,000	1,120,000	(0)	684,469	355,662	(328,807)	15	(328,823)
State	AZ State TOCC Remedial Education (1413)	2,000,000	199,041	1,800,959	2,000,000	2,000,000	-	-	1,800,959	1,800,959	2,152	1,798,807
	Total State Sponsored Projects	$ 7,711,614	$ 5,068,812	$ 2,642,802	$ 7,137,810	$ 7,137,810	$ (0)	$ (573,804)	$ 2,068,998	$ 2,642,802	$ 26,219	$ 2,616,582
AICF	AICF AT & T Digitized Career Success Program (1128)	$ 150,000	$ 140,714	$ 9,286	$ 150,000	$ 150,000	$ -	$ -	$ 9,286	$ 9,286	$ 59	$ 9,227
AICF	AICF Community Aid for Student Success (1222)	48,000	47,676	324	48,000	48,000	-	-	324	324	-	324
AICF	AICF Cultivating Native Student Success SEM (1225)	750,000	697,122	52,878	750,000	750,000	-	-	52,878	52,878	125,728	(72,850)
AICF	AICF Community Based Native Arts (1226)	75,000	70,300	4,700	75,000	75,000	-	-	4,700	4,700	5,237	(537)
AICF	AICF Advancing Indigenous Early Childhood Education (1227)	70,000	45,695	24,305	70,000	70,000	-	-	24,305	24,305	7,921	16,384
AICF	AICF TCU Preview Grant FY25 (1229)	2,000	1,916	84	2,000	2,000	-	-	84	84	-	84
AICF	AICF Growing Indigenous Success - Geographic Information Science Computer Lab (1232)	12,100	-	12,100	12,100	12,100	-	-	12,100	12,100	11,367	733
AICF	AICF Empowering Relatives Emergency Funds (1234)	48,000	47,837	163	23,000	23,000	-	(25,000)	(24,837)	163	29,400	(29,237)
AICF	AICF President Leadership Award (1235)	2,000	-	2,000	2,000	-	2,000	-	-	-	-	-
AICF	AICF Faculty Professional Development (1236)	21,275	-	21,275	21,275	-	21,275	-	-	-	-	-
	Total AICF Sponsored Projects and Unrestricted Projects	$ 1,178,375	$ 1,051,260	$ 127,115	$ 1,153,375	$ 1,130,100	$ 23,275	$ (25,000)	$ 78,840	$ 103,840	$ 179,713	$ (75,873)

*Note that encumbrance data shown reflects all open POs. As only fully expended POs may be closed in Jenzabar, amounts may be overstated from partial expenditures.

Tohono O'odham Community College
Restricted and Unrestricted Expenses: Budget by Project Summary by Source
For the Grant Budget Period
(Intended for Internal Management Purposes Only)

		Actual			Grant Budget			Remaining Budget			Encumbrances*	
Source		Revenue	Expenses	Excess (deficiency) or Deferred Revenue (Grant AR)	Revenue	Expenses	Excess (deficiency)	Revenue	Expenses	Excess (deficiency)	Open POs	Remaining Budget Excess (deficiency) After Open POs
Other	TO Language Ctr Appropriation of Funds fr TON (1131)	$ 896,880	$ 997,482	$ (100,602)	$ 896,880	$ 896,880	$ (0)	$ -	$ (100,602)	$ (100,602)	$ 25,351	$ (125,953)
Other	A Western Regional Native American Language Resource Center in AZ (1408)	-	8,486	(8,486)	41,688	41,688	-	41,688	33,202	(8,486)	-	(8,486)
Other	Seed Fund (1415)	150,000	-	150,000	75,000	75,000	-	(75,000)	75,000	150,000	5,102	144,898
Other	NAAF Traditional Agriculture (1416)	149,690	135,267	14,422	149,690	149,690	-	-	14,422	14,422	-	14,422
Other	AIHEC Cangleska Student Success Initiative (1417)	9,750	-	9,750	9,750	-	9,750	-	-	-	-	-
Other	Project Success Ascendium Emergency Aid/Paid Internship (1727)	106,689	58,463	48,226	169,000	169,000	-	62,311	110,537	48,226	-	48,226
	Total Other Sponsored Projects	$ 1,313,009	$ 1,199,698	$ 113,310	$ 1,342,008	$ 1,332,258	$ 9,750	$ 28,999	$ 132,559	$ 103,560	$ 30,452	$ 73,108
	Total Sponsored Projects	$ 45,700,670	$ 37,233,077	$ 8,467,592	$ 47,026,548	$ 43,767,481	$ 3,259,067	$ 1,325,879	$ 6,534,404	$ 5,208,525	$ 629,807	$ 4,578,718
	Student Financial Aid											
AICF	Scholarships- 21-8010 AICF	$ 3,531,498	$ 3,520,368	$ 11,130	$ -	$ -	$ -	$ (3,531,498)	$ (3,520,368)	$ (11,130)	$ 6,601	$ (17,730)
Other	Private Scholarships (8015)	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ (5,000)	$ -	$ (5,000)	$ -	$ (5,000)
Federal	FSEOG (8020)	-	67,753	(67,753)	-	-	-	-	(67,753)	67,753	-	67,753
Federal	PELL (8030)	9,196,953	9,340,810	(143,857)	-	-	-	(9,196,953)	(9,340,810)	143,857	-	143,857
	Total Student Financial Aid	$ 12,733,451	$ 12,928,932	$ (195,481)	$ -	$ -	$ -	$ (12,733,451)	$ (12,928,932)	$ 195,481	$ 6,601	$ 188,880
	Unrestricted Special Projects											
AICF	AICF Bridge Fund (1233)	$ 100,000	$ 43,004	$ 56,996	$ 100,000	-	$ 100,000	$ -	$ (43,004)	$ 43,004	$ -	$ 43,004
	Total Active Restricted Budgets and Unrestricted Special Projects	$ 58,534,121	$ 50,205,013	$ 8,329,108	$ 47,126,548	$ 43,767,481	$ 3,359,067	$ (11,407,572)	$ (6,437,532)	$ 5,447,009	$ 636,407	$ 4,810,602
	Inactive Sponsored Projects											
Federal	NSF -TCUP Pathways to Indigenous STEM - 1114	$ 2,609,528	$ 2,609,528	$ -	$ 2,514,278	$ 2,501,346	$ 12,932	$ (95,250)	$ (108,182)	$ (12,932)	$ -	$ (12,932)
Federal	ANA Increase Technical Capacity - (1117) Federal Share	550,538	872,782	(322,244)	1,200,000	1,181,100	18,900	649,462	308,318	(341,144)	-	(341,144)
AICF	AICF AT&T TCU BRAIDING Success Project (1118)	167,200	139,496	27,704	168,630	96,570	72,060	1,430	(42,926)	(44,356)	-	(44,356)
Other	TO Nation TOCC Language Center (1124)	600,000	967,828	(367,828)	900,000	848,252	51,748	300,000	(119,576)	(419,576)	-	(419,576)
Other	Dollar General Native Americans Stepping Forward (GED) (1127)	195,000	193,236	1,764	50,000	50,000	-	(145,000)	(143,236)	1,764	-	1,764
Federal	NIST/NTIA Connecting Communities (1140)	1,594,592	1,596,382	(1,790)	1,912,357	2,214,216	(301,859)	317,765	617,834	300,069	-	300,069
AICF	AICF Community Based Native Arts Learning Sharing (1216)	35,000	32,673	2,328	9,000	9,000	-	(26,000)	(23,673)	2,328	-	2,328
AICF	AICF/TCU Preview Grant (1217)	4,000	2,542	1,458	2,000	3,539	(1,539)	(2,000)	997	2,997	-	2,997
AICF	AICF Pres Fund Lang/Cultural/HW6/22-5/24 (1218)	100,000	100,751	(751)	100,000	100,000	-	-	(751)	(751)	-	(751)
AICF	AICF Food Security Emergency Aid for Student Success (1221)	5,700	3,174	2,526	5,700	5,700	-	-	2,526	2,526	-	2,526
AICF	AICF 2023 Summer Success Conference (1223)	10,000	10,000	-	10,000	10,000	(0)	-	0	0	-	0
AICF	AICF Indigenous Early Childhood Educ (1224)	31,000	31,000	-	24,000	24,000	-	(7,000)	(7,000)	-	-	-
AICF	AICF Dollar General Adult Education Program (1230)	30,000	30,000	-	30,000	30,000	-	-	-	-	7,750	(7,750)
AICF	AICF Faculty Professional Development (1231)	23,782	23,782	-	23,782	23,782	-	-	-	-	28	(28)
Other	IECD Practitioner Symposium (1303)	80,400	83,507	(3,107)	80,400	80,400	(0)	-	(3,107)	(3,107)	4,197	(7,304)
Other	Univ of AZ NASA Space Grant (1402)	35,500	27,116	8,384	29,500	29,500	-	(6,000)	2,384	8,384	-	8,384
Other	Haury Program Tribal Resilience Initiative Award for A Student's Journey (1406)	335,838	304,323	31,515	315,206	321,206	(6,000)	(20,632)	16,883	37,515	-	37,515
Other	NAAF Horseshoeing Program (1414)	192,073	192,073	-	192,073	192,073	-	-	-	-	-	-
Federal	NIFA Education for Sustainable Tomorrow: Food Sovereignty (1508)	432,746	413,087	19,660	442,259	443,865	(1,606)	9,513	30,779	21,266	-	21,266
Federal	USDA Furniture Arts & Science (1509)	166,200	166,200	0	166,200	166,200	-	-	0	0	-	0
Federal	USDA Disaster Relief Health & Wellness (1526)	99,975	99,975	0	99,975	99,975	-	-	0	0	-	0
Federal	USDA NIFA Extension Capacity (1531)	171,280	249,502	(78,222)	177,238	177,238	-	5,958	(72,264)	(78,222)	-	(78,222)
Federal	NIFA Extension Capacity Bldg Together III (1541)	593,300	593,300	0	661,500	372,620	288,880	68,200	(220,680)	(288,880)	-	(288,880)
Federal	USDA TCI E Campus Community Facilities (1621)	137,703	137,703	-	137,703	168,703	(31,000)	-	31,000	31,000	-	31,000
Federal	USDA TCI Wellness Ctr (1628)	181,367	181,367	-	181,367	181,367	-	-	-	-	-	-
Other	TO Gaming Back to Campus Daily Meals and Archery Range (1716)	9,247	9,247	-	9,247	9,247	-	-	-	-	-	-
Other	Community of Practice (1720)	88,143	52,027	36,116	108,000	108,000	-	19,857	55,973	36,116	-	36,116
	Total Inactive Grants	$ 8,480,112	$ 9,122,598	$ (642,486)	$ 9,550,415	$ 9,447,899	$ 102,516	$ 1,070,303	$ 325,300	$ (745,002)	$ 11,975	$ (756,977)

*Note that encumbrance data shown reflects all open POs. As only fully expended POs may be closed in Jenzabar, amounts may be overstated from partial expenditures.

Waiting on internal budget

New for June 2026

Note: All data is sourced from Jenzabar

Unaudited - For Internal Management Use Only

Tohono O'odham Community College
Statement of Cash Flows
For the Twelve Months Ended June 30, 2026
(Intended for Internal Management Purposes Only)

	For the Month Ended 06/30/2026	YTD FY26
Operating Activities		
Change in Net Assets	$ (1,559,428)	$ 1,571,504
Cash Flow Adjustments		
Depreciation	$ -	$ 765,997
Change in Assets and Liabilities		
Student accounts receivable	58,469	(329,018)
Contracts and grants receivable	(458,070)	(828,992)
Prepaid expenses	267,904	(141,699)
Bookstore inventory	(837)	(100,521)
Accounts payable	(96,482)	(309,159)
Salary related payable	376,196	387,821
Other payables and accrued expenses	(23,010)	(160,989)
Deferred grant revenue	(108,708)	80,353
Net Cash from / (used for) Operating Activities	$ (1,543,967)	$ 935,297
Investing Activities		
Sales or purchases of investments	$ -	$ (165,004)
Net Cash from / (used for) Investing Activities	$ -	$ (165,004)
Net Change in Cash	$ (1,543,967)	$ 770,293
Cash at Beginning of Period	20,709,903	18,395,644
Cash at End of Period	$ 19,165,937	$ 19,165,937

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: STEPHEN SCHOONMAKER, PRESIDENT

FROM: TRACY WORTHEY, INTERIM HR DIRECTOR

SUBJECT: **RECOMMENDATION FOR APPROVAL OF PERSONNEL ACTIONS** (NEW HIRES, TRANSFERS, AND SEPARATIONS

DATE: **7/07/2026**

CC: FILE

Background

The Administration respectfully requests the Board of Trustees to approve the personnel actions (new hires, transfers, and separations) detailed in the list below.

All proposed actions have been reviewed by the Human Resources Department and are in full compliance with College policy.

The President of Tohono O'odham Community College **approves** and **recommends** this slate of personnel actions for the Board's final endorsement.

RESOURCE LIST
June 9, 2026 – July 7, 2026

New Hires:

Name	Position	Date
Charles Tucker	Academic Advising Specialist	6/15/2026
Isaac Esposto	Writing Tutor	6/15/2026
Mildred Manuel	Director of Sponsored Projects	6/15/2026
Raphael Mendoza	Behavioral Health Counselor	6/15/2026
William Tell	Adult Basic Education (ABE) Instructor	6/15/2026
Warren Mattias	Security Guard	6/17/2026
Julio Galindo	Communication & College Advancement Director	6/22/2026

Promotions: N/A

Separations:

Name	Position	Date
Enos Francisco	Security Guard	6/21/2026
Mario Montes- Helu	Student Learning Technology Coach	6/30/2026
Shaodong Lin	Mathematics Instructor	6/30/2026
Elizabeth Pennefather-O'Brien	Science Instructor	6/30/2026

Tohono O'odham Community College
Employment Vacancy Activity Log
June 2026

Administrative/Faculty/Exempt

Vacant Position	Division	Number of Applicants	Tohono O'odham	Native American	Other	Application Meeting Minimum Qualifications		Most Recent Activity Log Update	Recommended for Interview		Interview Scheduled	Recommendation Made		Comments
						Yes	No		Yes	No		Yes	No	
Accounting Instructor	Education	16			16	5	11	11/21/2025	3					Still collecting applicants
Adjunct Instructor Pool	Education	39	2	5	10	17	8	11/26/2025						Ongoing pool for adjunct positions
Chief HR Officer	President Office	18	3		15	4	14	12/19/2025	3	1				Waiting to on interview information
Adjunct Instructor – Writing	Education	6		2	4	6		3/4/2026	6					Waiting on interview information
Academic Advising and Career Specialist	Education	2	2			2		4/24/2026	1		5/28/2026		1	Seeking additional candidates
Culinary Arts Instructor/Chef	Workforce & Community Development	1	1				1	6/9/2026						Seeking additional candidates
Solar Panel Installer Program Instructor	Workforce & Community Development	1				1		6/9/2026	1					Waiting on interview information

Hourly/Non-Exempt

Vacant Position	Division	Number of Applicants	Tohono O'odham	Native American	Other	Application w/ Complete documents		Most Recent Activity Log Update	Recommended for Interview		Interview Scheduled	Recommendation Made		Comments
						Yes	No		Yes	No		Yes	No	
Institutional Research Analyst	**President's Office**	**11**			**11**			**4/23/2026**	**2**		**6/10/2026**	**1**	**1**	**Vetting 2nd choice candidate**
Math Tutor	**Education**	**4**			**4**	**2**	**2**	**2/15/2026**	**2**					**Seeking additional candidates**
Computer Literacy Trainer	**Workforce & Community Development**	**3**	**2**		**1**	**2**	**1**	**4/23/2026**	**1**	**1**				**Waiting for interview date**
Student Support Specialist I	**Student Services**	**2**	**1**		**1**	**2**		**2/25/2026**	**1**					**Waiting for interview date**
Security Guard	**Student Services**	**5**	**4**	**1**		**5**		**6/22/2026**	**1**					**Seeking additional candidates**
On-Call Security Guard	**Student Services**	**4**	**4**			**3**	**1**	**6/15/2026**						**Waiting for interview date**
Office Coordinator	**Tohono O'odham Language Center**							**7/2/2026**						

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: DR. STEPHEN SCHOONMAKER, PRESIDENT

FROM: DREW HARRIS, INTERIM STUDENT LIFE DIRECTOR

SUBJECT: **REQUEST FOR APPROVAL TO PURSUE USDA RD GRANT**

APPROVED: COLLEGE LEADERSHIP REVIEW AND APPROVAL ON JULY 9, 2026

CC: EVAN THOMAS, SPECIAL ASSISTANT TO THE PRESIDENT
BRIANA HUDGINS, RESIDENCE LIFE COORDINATOR

Background:
TOCC has the opportunity to apply for a United States Department of Agriculture – Rural Development (USDA RD) grant later this month. The College has been awarded these types of grants in previous years and has used the funds for capital and campus systemic improvements such as construction of the solar-paneled parking shade next to I-We:mta Ki:, furnishing the O'odham Ñi'okĭ Ki:, preparing a comprehensive Sustainability Plan, and FFE (furniture, fixtures, and equipment) for the soon to be completed Multi-Purpose Building.

In late June a group of college stakeholders met to explore potential projects to fund for this year's USDA RD grant application process. The project selected was to refurbish the E-Maṣcamdam Ki:kĭ student housing units with new FFE.

Justification:
USDA RD Tribal College Initiative Grants are reliable sources for funding capital and campus improvements since these federal funds are dedicated to tribal colleges. TOCC has been consistent for many years in applying for these grants.

The condition of the furnishings, appliances, and fixtures within E-Maṣcamdam Ki:kĭ have been deteriorating from active student use, virtually year-round, for many years. The need for replacement equipment had already been identified and plans to use general funds had begun. The College realized that these replacement purchases were eligible for funding under the USDA RD grant. Therefore, we elected to proceed with this project in our annual application. More detailed justifications are included in the submission authorization form attached to this memo.

Actions Requested:
Please discuss the plan for dormitory furnishings and equipment and give approval for TOCC to apply for the USDA RD grant described.

Recommendation:
The President recommends that the Board approve submission of a grant application.

TOCC GRANT PROPOSAL SUBMISSION AUTHORIZATION

DATE: July 6, 2026 **SUBMITTED BY**: Drew Harris, Interim Student Life Director

Funding Agency: U.S. Department of Agriculture, Rural Development (USDA RD)

Funding Number: To be announced. (The number will be released when the Tribal College Initiative Grants are announced. The deadline is usually 30 days after the announcement. We are seeking Board of Trustees approval because of the tight turnaround required.)

Letter of Intent required? A letter is not required. President Schoonmaker communicated with the college's USDA RD contact about TOCC's intent to apply **Due Date**: Completed

Grant Submission Date: Around **August 10, 2026**

Entity for proposal submission: To the USDA Rural Development, through grants.gov

Maximum Award: $250,000 (Please note that in some cycles this amount may increase by $20,000-$80,000 if other Tribal Colleges and Universities do not apply for funds that year.)

Duration of grant: Five years. (The grant is a one-time amount, such as $250,000 that can be spent over five years.)

Number of Awards: 37 **Match Required?** 5% (Cash is best for the match because personnel cannot be included in the grant budget.)
5% of $250,000 = $12,500

Indirect Cost allowed? No **Amount (%):** Not applicable

Department or Division Requesting Grant: Student Life

Background and Justification:

The USDA RD Tribal College Initiative Grants are intended to provide funding to tribal colleges to make capital improvements to their campuses. The grants can support construction,

renovations, and purchase of furniture, fixtures, and equipment (FFE). TOCC has applied for this USDA RD grant many times in the past and has been successfully funded. Here are projects funded by Tribal College Initiative Grants in recent years:

- € 2022 – Solar panels (parking structure at I-We:mta Ki:)
- € 2023 – OÑK Furnishings (FFE)/Solar
- € 2024 – Sustainability Plan
- € 2025 – FFE for Multi-purpose Building

To date, the Rural Development funding has been a reliable source for capital investment in TOCC's facilities. On June 30, 2026, a group of administrators and staff met to discuss options for the next investment. They decided to focus on improvements that will serve students living on campus.

E-Maṣcamdam Ki:kĭ, the Student Housing, opened in 2012. Also known as the dormitories or dorms, the housing consists of three units for students and a fourth unit where a Residence Life Coordinator lives and works. Each unit for students consists of four suites (containing three beds and desks each) and a shared living room, kitchen, and laundry room. Adding up the Men's, Women's, and Co-Ed units, the dorms have capacity for 36 residents. Actual occupancy is often in the mid-20s.

After 14 years of occupancy, the dorms are showing their age. Bed frames wobble, cabinet doors squeak, washing machines break down, and cloth sofas show their stains.

Objectives

The overall purpose is to refurnish the dorms, both the bedroom suites and the shared living areas, as well as the apartment and workspace for the Residence Life Coordinator. The goal is to provide living spaces with modern, sturdy, and well-designed furniture.

Methods

The Residence Life team will work with vendors to purchase FFE and have it installed, covering the following items:

36 single dorm bed frames
36 desks
72 two-tier dresser sets (a total of four drawers per resident)
5 refrigerators (3 for student residence & 2 for RC residence)
5 washing machines (3 for student residence & 2 for RC residence)
3 common area blind sets

Blind sets for dorm rooms per unit 8 plus 4 per unit for the residence coordinator halls, 32 in total.
5 dryers (3 for student residence & 2 for RC residence)
3 sofas (or sectional davenports)
2 loveseat couches for coordinator residence halls
5 stoves (3 for student residence & 2 for RC residence)
3 kitchen tables (or describe as the bar connected to the kitchen island)
12 stools
3 entertainment tables
Updated Kitchen cabinetry & drawers (student dorm units)–
- 12 cabinets & 6 drawers (Stove & Sink are only)
- 6 updated kitchen island drawers
- 3 updated kitchen island cabinets

Updated Kitchen cabinetry & drawers (residence coordinator units)–
- 8 cabinets & 6 drawers (Stove & Sink are only)
- Total overall= 14

Bathroom Cabinetry (student dorm units)-
- 2 cabinets per unit = 6 cabinets total
- 4 bathrooms drawers per unit= 12 drawers in total

Bathroom Cabinetry (residence coordinators units)-
- 1 cabinets per unit = 2 cabinets total
- 1 updated Bathroom drawer

Studio Light Replacements- 36

Ceiling Fans- 34 total, per unit = 10 per dorm student halls (3) & 2 per residence coordinator halls (2)

Modular workspace furniture for Residence Life apartment
Full-size (or queen) bed for apartment= 1 full-size mattress.
1 bed frame
1 Workspace desk
1 office chair
1 dresser

Outdoor living space-
4 outside picnic tables

How the project will meet the TOCC Mission and Strategic Plans:

This project will support TOCC's mission of providing holistic, quality educational services by creating a living space that is conducive to learning. With sturdy, well-designed, appropriate

furnishings and dorm equipment, the students can concentrate on their studies and on the social interaction and learning that takes place in residential settings.

The improvement of the dormitories meets the first two initiatives of the current Strategic Plan:

1. Strengthen the Himdag: Prioritize and practice O'odham culture, language, and lifeways.
2. Enhance Access, Reach, and Community: Serve the Tohono O'odham Nation and beyond while creating a vibrant local academic community.

Having modern, comfortable living spaces will facilitate students' ability to focus on living their culture and developing the relationships that will create a vibrant local academic community.

Proposed Principal Investigator or Project Director: Drew Harris

Lead writer: Briana Hudgins

Current staff to be paid under the grant? (List): None

New staff to be added? (Number and positions): None

Contractors: Foliot Furniture, ESB, Home Depot, Lowes, Amazon, Green Rainbow Graphics

[Note: this plan was discussed with the Division Dean and Leadership at a meeting on June 30, 2026. Their signatures will be obtained by the time of the Board meeting and submitted then.]

Approval by Division Dean and Date: Yolanda Pacheco 7/7/2026

Review by Leadership and Approval Date: Dr. Stephen Schoonmaker 07/09/2026

Board Review and Approval Date: _____

USDA RD Grant

Year 2026-2031

Budget

Item		Unit Cost	Qty.	Total Cost	
Twin Size Bed Frames - for commercial housing		$ 289	36	$ 10,404	
TXL Size Mattresses		$ 268	28	$ 7,504	
Student Desks		$ 264	36	$ 9,504	
Wardrobes		$ 700	36	$ 25,200	
Two-tier Dresser Sets (2 drawers per unit; 4 drawers total for each resident)		$ 319	72	$ 22,968	
Full Size Bed Frame - RC Residential Unit		$ 500	2	$ 1,000	
Full Size Mattress - for RC Residential Unit		$ 700	2	$ 1,400	
4 Drawer dresser - for RC Residential Unit		$ 450	2	$ 900	
Modular Workspace/desk - RC Office/Residential Unit		$ 700	2	$ 1,400	
Office work chair - for RC Office/Residential Unit		$ 300	2	$ 600	
Common Area Blind Sets (NOTE: Indicate SIZE)		$ 750	3	$ 2,250	
Blind Sets for Residents' Rooms (NOTE: 39 in W* 72 in. H with 1 in slats)		$ 29	32	$ 930	
Sectional Couches - for commerical housing		$ 2,000	3	$ 6,000	
Loveseat Couches - RC Residential Unit		$ 1,000	2	$ 2,000	
Kitchen Tables - for commerical housing		$ 1,250	3	$ 3,750	
Kitchen table stools/chairs - for student residence		$ 150	9	$ 1,350	
Refrigerators (NOTE: 33 in 24 cu. ft.)3 for the student residences; 2 for the RC Residential Unit		$ 745	5	$ 3,725	
Stoves (NOTE: 30 in)3 for the student residences; 2 for the RC Residential Unit		$ 1,500	5	$ 7,500	
Washing Machines (NOTE (33 in) 3.1 cu. ft.)3 for the student residences; 2 for the RC Residential Unit		$ 1,300	5	$ 6,500	
Drying Machines (NOTE Dryer (27 in) 6.7 cu. ft.)3 for the student residences; 2 for the RC Residential Unit		$ 1,300	5	$ 6,500	
Studio Light Replacement - student common area & RC Residential Unit		$ 450	36	$ 16,200	
Ceiling Fans (NOTE: 44 in)30 for the student residences; 4 for the RC Residential Unit		$ 150	34	$ 5,099	
Kitchen Cabinets/Shelves - for student residence		$ 600	36	$ 21,600	
Kitchen Drawers - for student residence		$ 250	18	$ 4,500	
Bathroom Cabinets/Shelves - for student residence		$ 400	12	$ 4,800	
Bathroom Drawers - for student residence		$ 200	6	$ 1,200	
Kitchen Drawers - for RC Residential Unit		$ 250	12	$ 3,000	
Kitchen Cabinets/Shelves- for RC Residential Unit		$ 600	16	$ 9,600	
Bathroom Cabinets/Shelves - for RC Residential Unit		$ 400	2	$ 800	
Bathroom Drawers - for RC Residential Unit		$ 200	2	$ 400	
Outdoor Picnic Table/Bench Combo		$ 1,200	3	$ 3,600	
	Sub-Total			**$ 192,185**	
Addtional Charges					
Foliot Furniture - Freight Charge (15%)		$ 2,382	1	$ 2,382	$ 28,827.68
Foliot Furniture - Installation Charge (avg. $70/item)		$ 7,938	1	$ 7,938	$ 32,690.00
Foliot Furniture - Exisiting Furniture Removal Charge		$ 9,072	1	$ 9,072	$ 14,572.76
	Sub-Total			**$ 19,392**	
	TOTAL ESTIMATED COSTS			**$ 211,577**	$ 253,702.24

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: DR. STEPHEN SCHOONMAKER, PRESIDENT

FROM: ADRIAN QUIJADA – DIRECTOR, LGOS

SUBJECT: APPROVAL TO SUBMIT: USDA-NIFA TRIBAL COLLEGES EXTENSION PROGRAM — CAPACITY APPLICATIONS (TCEP-CA), FY 2026

DATE: JULY 16, 2026

CC: CLIFFORD PABLO - AG MANAGER, DEANNDRA PORTER - TFSO COORDINATOR

Background:
The Land Grant Office of Sustainability (LGOS) at Tohono O'odham Community College is applying for the USDA-NIFA Tribal Colleges Extension Program—Capacity Applications (TCEP-CA), seeking a four-year, $1.2 million grant (deadline: August 14, 2026). The project, "Jewed T-Pi:k Elida: O'odham Land, Water, and Food Sovereignty Extension Initiative," aims to expand LGOS's extension mission through two tracks: (A) Food and Culture Continuity, led by the Traditional Food Systems Outreach Coordinator and supported by the Traditional Agribusiness Certificate Program; (B) Land and Water Resilience, offering stewardship training, seed-steward cohorts, and buffelgrass education throughout TON districts. A Farm Operations Assistant will oversee the Student Learning Farm and garden infrastructure. This builds on LGOS's previous TCEP-CA cycle, which established key positions, gardens, and programs with strong student retention.

Justification:
The LGOS extension mission is rooted in the Himdag, and the 2022–2026 TCEP-CA cycle has built a clear track record. This includes the FFWG advisory board (which meets 7–10 times annually), an expanding community seed bank, a multi-field Student Learning Farm equipped with cistern and sprinkler systems, four community gardens, and a Traditional Agribusiness Certificate Program that launched a pilot with 17 students from seven Tribal nations and had zero attrition in its first cohort. The renewal proposal aims to enhance and expand these initiatives through a dedicated, fiscally responsible team of five roles (Director, TFSO, Ag Manager, Ag Assistant Manager, and a new Farm Operations Assistant) supported by an annual budget of $300,000—well within the fixed TCEP-CA award limit— for four years (Grant total 1.2 M) alongside TOCC endowment-funded infrastructure and separately funded student internships. TFSO maintains over 60% effort across all four years, guaranteeing significant leadership in cultural programming. The project supports USDA Secretary's Memorandum 1078-020 priorities, including Soil Health (#4), Market Expansion (#2), Next-Generation Agriculturalist Training (#6), along with NIFA's push toward AI-in-agriculture education, which is already included in the current Traditional Agribusiness Certificate Program curriculum.

Action Requested:
We respectfully request that BOT review and approve this submission..

Recommendation:
The College recommends the Board of Trustees approve the submission of this grant.

TOCC GRANT PROPOSAL SUBMISSION AUTHORIZATION

DATE: July 10, 2026. **SUBMITTED BY**: Adrian Quijada

Funding Agency: National Institute of Food and Agriculture (NIFA), U.S. Department of Agriculture (USDA)

Funding Number: USDA-NIFA-SLBCD-012120

Letter of Intent required? Not required **Due Date** (if applicable): **N/A**

Grant Submission Date: August 14, 2026

Entity for proposal submission: Grants.gov

Maximum Award: $300,000/year ($1,200,000 cumulative over 4 years)

Duration of grant: 4 years — October 2026 – September 2030
(Note: $300,000 is the per-year award amount; this is a fixed ceiling, not a maximum. The 4-year cumulative total is $1,200,000.)

Number of Awards: Approximately 35 (competitive) Match Required? No
(Note: No match required per NOFO Part III.B. Cost share is encouraged but not evaluated.)

Indirect Cost allowed? No — explicitly prohibited per NOFO Part IV.B.1 Amount (%): 0% (Not Permitted)

Department or Division Requesting Grant: Land Grant Office of Sustainability (LGOS).

Title of the proposal: T-Pi:k Elida Jewed: O'odham Land, Water, and Food Sovereignty Extension Initiative

Background and Justification: The Land Grant Office of Sustainability (LGOS) at TOCC is submitting a four-year extension grant to USDA-NIFA to continue and strengthen its Himdag-centered community extension programming across the Tohono O'odham Nation. Building on a documented 2022–2026 track record — TFSO position, FFWG (7–10 meetings/year), Student Learning Farm, four community gardens, and a Traditional Agribusiness Certificate Program (17 students, 7 Tribal nations, zero attrition) — this proposal delivers programming through two integrated tracks: (A) Food and Culture Continuity and (B) Land and Water Resilience.

Objectives: (1) Sustain TFSO position and Traditional Agribusiness Certificate Program above 60% TFSO effort in all four years; (2) Add a new farm operations assistant to support the objectives of this grant; (3) Deliver 3+ land-and-water stewardship and buffelgrass-awareness workshops; (4) Train 4–6 community seed stewards; (5) Document sustainability and succession plan for program continuity beyond USDA support

Methods: Workshops, hands-on SLF training, community garden mentorship, and FFWG-led stakeholder evaluation. Two-track structure: Track A (Food/Culture Continuity) led by TFSO; Track B (Land/Water Resilience) led by Manager and the new Farm Operations Assistant. Traditional Agribusiness Certificate Program (separately funded via NIFA Education program) serves as the economic-development vehicle. Community extension is guided by the Farm and Food Working Group (FFWG), a standing advisory board of traditional farmers meeting 10+ times per year, with $6,000/year in dedicated materials/printing support included in this budget.

How the project will meet the TOCC Mission and Strategic Plans: TOCC's mission is to serve the Tohono O'odham Nation and surrounding communities through education, research, and service grounded in Himdag — the O'odham way of life. This TCEP-CA extension project advances that mission directly by sustaining and growing LGOS's community-based extension programming in food sovereignty, land and water stewardship, and traditional agribusiness. It aligns with TOCC's 2026–2031 Strategic Plan goals of community food sovereignty, agricultural credentialing, and the student-to-career pipeline. It supports USDA Secretary's Memorandum 1078-020 priorities: Soil Health (#4), Market Expansion (#2), and Next-Generation Agriculturalist Training, and responds directly to NIFA's encouragement of AI-in-agriculture education, which the Traditional Agribusiness Certificate Program curriculum already addresses.

Proposed Principal Investigator or Project Director: Adrian Quijada

Lead writer: Adrian Quijada

Current staff to be paid under the grant? (List): 0

New staff to be added? (Number and positions): One— Farm Operations Coordinator (new full-time hire, $36,000 Year 1 base, single-function farm/infrastructure operations role)

Contractors (external evaluator required, etc): None. LGOS Director (10% effort) and TFSO (82.2%→62.6% step-down) are institutional employees partially charged to this grant; no external contractors required.

Approval by Division Dean and Date: _____

Review by Leadership and Approval Date:_____

Board Review and Approval Date: _____

Notice of Funding Opportunity
Tribal Colleges Extension Program Capacity Applications

FUNDING YEAR:	Fiscal Year (FY) 2026
APPLICATION DEADLINE:	August 14, 2026
ANTICIPATED PROGRAM FUNDING:	$10,500,000
AVERAGE INDIVIDUAL AWARD:	$300,000
FUNDING OPPORTUNITY NUMBER:	USDA-NIFA-SLBCD-012120
ASSISTANCE LISTING NUMBER:	10.517

ANNOUNCEMENT

National Institute of Food and Agriculture
United States Department of Agriculture

Assistance Listing Number (ALN): The Tribal Colleges Extension Program-Capacity Applications (TCEP-CA) is listed in the Assistance Listings under number 10.517.

Table 1: Key Dates and Deadlines

Task Description	Deadline
Application:	5:00 P.M. Eastern Time, August 14, 2026
Applicants Comments:	Within six months from the issuance of this notice (*NIFA may not consider comments received after the sixth month*)

The United States Department of Agriculture (USDA), to the extent permitted by law, will no longer make grants or otherwise fund programs or activities that improperly discriminate on the basis of race or sex, including discrimination in the name of Diversity, Equity, and Inclusion policies. Instead, USDA will prioritize merit and efficiency. USDA recognizes programs and initiatives will have the greatest impact when these programs and initiatives put American farmers, ranchers, and foresters first by:

- solving the most pressing challenges they face;
- protecting America's food, fuel, and fiber supply to enhance national security;
- supporting production of healthy and safe food for consumers;
- expanding and developing domestic markets;
- training the next generation of agriculturalists; and
- fueling innovation to keep American farmers at the forefront of productivity.

The National Institute of Food and Agriculture (NIFA) is committed to advancing these principles and encourages applicants to actively engage farmers, ranchers, and foresters when applying for funding opportunities to ensure relevancy and adherence to them. NIFA also encourages agricultural leaders to engage in the peer review panel process to ensure American producers are better served through research, education, and extension activities.

Projects submitted under this Notice of Funding Opportunity (NOFO) should align with USDA Secretary's Memorandum 1078-020 Directive on Departmental Research and Development Priorities:

1. Increasing Profitability of Farmers and Ranchers
2. Expanding Markets and Creating New Uses of U.S. Agricultural Products
3. Protecting the Integrity of American Agriculture from Invasive Species
4. Promoting Soil Health to Regenerate Long-Term Productivity of Land
5. Improving Human Health through Precision Nutrition and Food Quality

Stakeholder Input. NIFA seeks comments on all NOFO so it can deliver programs efficiently, effectively, with integrity, and with a focus on customer service. NIFA considers comments to the extent possible when developing NOFOs and uses comments to help meet the requirements

of Section 103(c)(2) of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7613(c)(2)). Applicants may submit written comments to Policy@usda.gov. Please use the following subject line: Response to the Tribal Colleges Extension Program-Capacity Applications NOFO.

EXECUTIVE SUMMARY

NIFA requests applications for TCEP-CA for FY 2026 to provide informal, community-focused education and outreach. The anticipated amount available for this program in FY 2026 is $10,500,000. This is a 4-year continuation grant.

This notice identifies the objectives for TCEP-CA projects, deadlines, funding information, eligibility criteria for projects and applicants, and application forms and associated instructions.

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PART I. FUNDING OPPORTUNITY DESCRIPTION

A. Legislative Authority

This program is authorized under Section 534(b) of the Equity in Educational Land-grant Status Act of 1994 (7 U.S.C. 301 note), as amended by the Agricultural Research, Extension, and Education Reform Act of 1998 (AREERA) (7 U.S.C. 7601). This section amends Section 3 of the Act of May 8, 1914 (Smith-Lever Act) (7 U.S.C. 341 et seq.). Under this authority, appropriated funds are to be awarded to the 1994 Land-grant Institutions (hereinafter referred to as 1994 Institutions) for extension work. Funding is awarded on a competitive basis to legislatively eligible institutions as authorized (7 U.S.C 343(b)(3)).

B. Purpose and Priorities

The TCEP-CA under assistance listing 10.517, supports informal, community-based extension projects that address agriculture, youths, economic development, healthy lifestyles, natural resources, or other topics important to Tribal communities. This NOFO will begin a new 4-year continuation funding cycle.

The purpose of the TCEP-CA is to give Tribal communities opportunities for enhanced agricultural productivity, community resilience, economic growth, and youth development by extending the reach of innovations in research and technology and enhancing informal, local educational programs.

The TCEP-CA is designed to support Cooperative Extension offices that provide practical, science-based lifelong learning opportunities. Extension activities must be community driven and address local needs. Extension project topics of interest may include agricultural productivity, improving food systems, community vitality, workforce and economic development, environmental quality, public health and well-being, engaging Tribal youths, and preparing the next generation of Tribal agriculture leaders. NIFA encourages projects involving innovative agricultural technologies, including artificial intelligence (AI), that equip Tribal communities with the foundational knowledge and skills necessary to adapt to and thrive in an increasingly digital society and expose community members to educational and career pathways in AI for food and agricultural sciences.

Leadership Skills Development. The development of leadership skills, knowledge, and qualities are necessary to prepare students for agricultural and related careers in the private sector, government, and academia. Specific activities may include:

1. Developing practical applications to increase understanding of leadership roles, including critical thinking, problem solving, and communication skills; ethics and professionalism; working in teams.
2. Connecting the extension experience with daily leadership roles and organizational activities.
3. Providing opportunities for mentoring and shadowing.
4. Organizing leadership academics, workshops, training, etc.

Table 2: Program Key Information

Title	Description
Program Code:	NK
Program Code Name:	TCEP
ALN:	10.517
Project Type:	Extension Projects
Grant Type:	Standard
Application Deadline	August 14, 2026
Grant Duration:	48 Months
Anticipated # of Awards:	35
Minimum Award Amount:	$300,000
Maximum Award Amount:	$300,000

PART II. AWARD INFORMATION

A. Available Funding

The amount available for TCEP in FY 2026 is approximately $12 million. Of this amount, approximately $10.5 million will be available to fund the first year of new TCEP-CA projects as competitive awards. Similar funding levels may be awarded for up to an additional 3 years as continuation awards provided performance has been satisfactory, funding is available for this purpose, and continued support is in the best interests of the Federal Government and the public. USDA is not committed to fund any particular application or to make a specific number of awards.

The Automated Standard Application for Payments, operated by the Department of Treasury, Bureau of Fiscal Service, is the designated payment system for awards resulting from this NOFO.

B. Application Restrictions

NIFA will evaluate applications using the criteria described in Part V of this NOFO. Application for FY2026 is limited to the following application type:

1. *New application*: New applications will be evaluated using the criteria described in Part V of this NOFO and are subject to the due dates herein (see Appendix III for definition).

C. Project and Grant Types

The following describes the types of *project* or *grant* that are eligible for funding:

1. **Project Type.—Extension Projects.**—Single-function Extension Projects conduct programs and activities that deliver science-based knowledge and informal educational programs to people, enabling them to make practical decisions. Delivery may range from community-based to national audiences and use communication methods from face-to-face to electronic or combinations thereof. Extension projects may also include related matters such as certification programs, in-service training, client recruitment and services, curriculum development, instructional materials and equipment, and innovative instructional methodologies appropriate to informal educational programs.

   Extension Projects must address one or more of the following key strategic actions:

   a. Support informal education to increase food and agricultural literacy of youths and adults
   b. Promote science-based agricultural literacy by increasing understanding and use of food and agricultural science data, information, and programs
   c. Build science-based capability in people to engage audiences and enable informed decision making
   d. Develop new applications of instructional tools and curriculum structures that increase technical competency and ensure global competitiveness
   e. Offer nonformal learning programs that increase accessibility to new audiences at the rate at which new ideas and technologies are tested and/or developed at the community-scale

f. Develop programs that increase public knowledge and citizen engagement leading to actions that protect or enhance the Nation's food supply, agricultural productivity, environmental quality, community vitality, and/or public health and well-being

Extension Projects should lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group and should synthesize and incorporate a wide range of the latest relevant research results.

Neither formal Education nor Research Projects are supported under the TCEP-CA.

2. **Grant Type.**
Standard Grants. Standard grants support original Extension Projects. An eligible, individual institution, independent branch campus, or branch institution of a State system may submit a grant application for project activities to be undertaken principally on behalf of its own students or faculty, and to be managed primarily by its own personnel. The applicant executes the project without the requirement of sharing grant funds with other project partners.

D. Ethical Conduct of Funded Projects

In accordance with sections 2, 3, and 8 of 2 CFR Part 422, institutions that conduct USDA-funded extramural research must foster an atmosphere conducive to research integrity, bear primary responsibility for prevention and detection of research misconduct, and maintain and effectively communicate and train their staff regarding policies and procedures. In the event an application to NIFA results in an award, the Authorized Representative (AR) assures, through acceptance of the award, that the institution will comply with the above requirements. Award recipients must, upon request, make available to NIFA the policies, procedures, and documentation to support the conduct of the training. See Responsible and Ethical Conduct of Research for further information.

PART III. ELIGIBILITY INFORMATION

A. Eligibility Requirements

Applicants for the TCEP-CA must meet all the requirements discussed in this NOFO. Failure to meet the eligibility criteria by the application deadline may result in exclusion from consideration or preclude NIFA from making an award. For those new to Federal financial assistance, NIFA's About Grants provides highly recommended information about grants and other resources to help understand the Federal awards process.

Applications may only be submitted by colleges and universities designated as 1994 Institutions by legislation.

The following schools are eligible for this program: Aaniiih Nakoda College, Bay Mills Community College, Blackfeet Community College, Cankdeska Cikana Community College, Chief Dull Knife College, College of the Menominee Nation, College of the Muscogee Nation, Diné College, Fond du Lac Tribal and Community College, Fort Peck Community College, Haskell Indian Nations University, Iḷisaġvik College, Institute of American Indian Arts, Keweenaw Bay Ojibwa Community College, Lac Courte Oreilles Ojibwa University, Leech Lake Tribal College, Little Big Horn College, Little Priest Tribal College, Navajo Technical University, Nebraska Indian Community College, Northwest Indian College, Nueta Hidatsa Sahnish College, Oglala Lakota College, Red Lake Nation College, Saginaw Chippewa Tribal College, Salish Kootenai College, Sinte Gleska University, Sisseton Wahpeton College, Sitting Bull College, Southwestern Indian Polytechnic Institute, Stone Child College, Tohono O'odham Community College, Turtle Mountain Community College, United Tribes Technical College, and White Earth Tribal and Community College.

USDA **will not accept** competitive applications for grants and cooperative agreements for dangerous gain-of-function research, as defined in Section 8 of E.O. 14292.

Duplicate or Multiple Submissions. Duplicate or multiple submissions are not allowed. NIFA will disqualify both applications if an applicant submits duplicate or multiple submissions.

B. Cost Sharing or Matching

No Match Required. The TCEP-CA has no matching requirement. NIFA will not factor matching resources into the review process as an evaluation criterion. While not required, cost share is encouraged.

PART IV. APPLICATION AND SUBMISSION

A. Method of Application

Applicants must apply to this NOFO electronically; no other method or response is accepted. The electronic application for this NOFO and additional resources are available on Grants.gov and Grants 101. **Table 3** provides instructions on how to obtain an electronic application. **Part III** of the NIFA Grants Application Guide contains detailed information regarding the Grants.gov registration process. The NIFA Grants Application Guide is contained in the specific funding opportunity package or a sample of the guide can be found here. When applying for a NIFA award, it is important to reference the version of the guide that is included in the specific funding opportunity application package.

Table 3. Steps to Obtain Application Materials

Steps	Action
Step One: Register	*New Users* to Grants.gov must register early with Grants.gov prior to submitting an application).
Step Two: Download Adobe	Download and Install Adobe Reader (see Adobe Software Compatibility for basic system requirements).
Step Three: Find Application	Using this funding opportunity number USDA-NIFA-SLBCD-012120 search for application here: Opportunity Package.
Step Four: Assess Readiness	Contact an AR prior to starting an application to assess the organization's readiness to submit an electronic application.

Table 4: Help and Resources

Grants.gov Support	NIFA Support
Grants.gov Online Support Telephone support: 800-518-4726 Toll-Free or 606-545-5035 Email support: support@grants.gov Self-service customer-based support: Grants.gov iPortal Customer service business Hours 24/7, except Federal holidays.	Email: grantapplicationquestions@usda.gov Business hours: Monday thru Friday, 7a.m. – 5p.m. ET, except Federal holidays.

B. Content and Form of the Application

The NIFA Grants Application Guide is part of the corresponding application package for this NOFO. The NOFO overrides the NIFA Grants Application Guide if there is a discrepancy between the two documents. Applicants that do not meet the application requirements, to include partial applications, risk being excluded from NIFA's review. NIFA will assign a proposal number to all applications that meet the requirements of this NOFO. Applicants must refer to the proposal number when corresponding with NIFA. **Table 5** outlines other key instructions for applicants.

Table 5: Key Application Instructions

Instruction	References **(All references are to the** NIFA Grants Application Guide**)**
Attachments must be in a portable document format (PDF) format.	Part IV
Check the manifest of submitted files to verify attachments are in the correct format.	Part IV
Conduct an administrative review of the application before submission.	Part IV
Follow the submission instructions.	Part IV
Provide an accurate email address, where designated, on the SF-424 R&R.	Part V
Contact the Grants.gov helpdesk for technical support and keep a record of the correspondence.	N/A
Contact NIFA if applicant does not receive correspondence from NIFA regarding an application within 90 days of the application deadline.	N/A

SF 424 R&R Cover Sheet. See **Part V** of the NIFA Grants Application Guide for the required certifications and assurances.

SF 424 R&R Project/Performance Site Location(s). See **Part V** of the NIFA Grants Application Guide.

R&R Other Project Information Form. See **Part V** of the NIFA Grants Application Guide.

1. **Field 7:** ***Project Summary (PS)/Abstract.*** The PS must show how the project goals align with the program goals of the Tribal Colleges Extension Program-Capacity Applications (TCEP-CA). See **Part V** of the NIFA Grants Application Guide for instructions and suggested templates.
   The Project Summary must include:
   a. The title of the project (must be descriptive of the project)
   b. A concise description of the project (not to exceed 250 words)
   c. A statement of project objectives and the methods used to achieve those objectives
   d. A statement regarding the potential impact of the project within the Tribal community
2. **Field 8**: ***Project Narrative (PN).***The PN must not exceed 15 pages (1.5-spaced) of written text and up to 3 additional pages (1.5-spaced) for figures and tables. The PN must be formatted using 1-inch margins and 12-point, Times New Roman font. The font size for tables should be no smaller than 11 points, Times New Roman. The page limits outlined here ensure fair competition. Appendices to the PN are allowed if they are directly germane to the proposed project. Do not add appendices to circumvent the page limit. Applicants are strongly encouraged to organize the PN using the sections below

and include the section titles as prompts for each section. The PN must include all the following:

a. **Introduction**. Provide a brief introduction to the 1994 Institution and Tribal community. Describe the current problem, situation, or opportunity to be addressed and explain why it is important. Discuss the commitment of the applicant's institution and key personnel to execute the project and increase extension outreach capacity. Specify the qualifications of the personnel who will be directly engaged with the project, including their expertise in working on reservations with Tribal communities. Provide a mission statement that captures the essence of extension outreach activities and describe how the extension project supports the institution's strategic plan.
b. **Rationale and significance**. Describe the potential benefit of the proposed project to the participants, community, and Indian Country. Explain how the project addresses stakeholder/community needs and concerns, enhances participants' lives, and empowers participants to teach others. Describe the significance of the extension project to U.S. agriculture, noting any critical impact on human health and well-being and rural communities.
c. **Community and audience analysis.** Provide evidence that the applicant has gathered input from the Tribe, community organizations, individual stakeholders, advisory groups, etc. to understand and align with the needs and concerns of the community. Describe the process used to identify, gather, and analyze input and feedback from stakeholders.
d. **Objectives and anticipated outcomes.** Provide a clear, concise, and logically numbered list of project objectives. Objectives must be specific, measurable, achievable, relevant, and timebound. Describe the anticipated outcomes associated with each of the project objectives. Outcomes must describe specific changes or results that may occur because of the project and that will constitute "success" for the initiative. Outcomes may include benefits realized through project activities such as changes in participants' skills, behavior, or quality of life, and positive changes in conditions in the community served or reductions in negative conditions.
e. **Approach**. Clearly and concisely state the activities the project team will implement to accomplish each of the stated objectives. Describe how resources and personnel will be utilized to conduct the project. Describe the strategy to enhance communication, data sharing, and reporting of project outcomes and impacts to stakeholders and partners. Explain how the approach will contribute to the success of the project. Outline the process for review by an Institutional Review Board (IRB) if activities involving human subjects are planned at any time during the proposed project. If the project involves Extension activities using vertebrate animals under the jurisdiction or control of the institution, outline the process for review by an Institutional Animal Care and Use Committee (IACUC).
f. **Collaborative relationships.** Detail any collaborative work or plans for cooperation with a Federally Recognized Tribes Extension Program (FRTEP) office, 1862 or 1890 Cooperative Extension Service office, Tribal outreach office, or other entities.
g. **Project timeline.** Illustrate the progress and successful implementation of the project over the 4-year award period by providing an integrated timeline of project activities, major milestones, assessment, and reporting. Plan for a tentative project start in October 2026 and develop the project timeline accordingly. If key or other personnel

must be hired to advance the project, address the timeline for hiring and how the project will progress in the event of delayed hiring. Address the timeline for IRB and/or IACUC review, if applicable. The use of a table or logic model is acceptable for this section.

h. **Project evaluation.** Explain how project activities and outcomes will be measured to determine the extent to which the stated objectives have been achieved and Extension outreach capacity has been increased. Describe how quantitative metrics, feedback from project stakeholders, and participant success stories will be utilized to demonstrate the project's impact on the audience, convey value to stakeholders and the institution, inform project planning, and indicate the potential for project persistence beyond the period of USDA support. Indicate who on the project team will provide the project assessment oversight.

i. **Summary of previous extension work.** Provide a summary of previous extension work. How does this project build upon the successes of the previous project? How is stakeholder feedback from the prior extension project(s) incorporated into this project? What did the key personnel learn from the previous project? How will this project address any realized or perceived pitfalls seen in the previous project? Describe the extent to which the project efficiently used the allocated budget to meet project objectives. Discuss any lapse in service and describe any actions taken to address continuity of service to the Tribe/Tribal community.

3. **Field 12:** ***Add Other Attachments*****.** See **Part V** of the NIFA Grants Application Guide.

a. **Data management plan (DMP).** A DMP is required for this program. Applicants should clearly articulate how the project director (PD) and co-PDs plan to manage and disseminate the data generated by the project. The DMP must clearly describe the expected data type and format, plans for storing and preserving the data during and after the project, and the procedures for data access, sharing, and protection. The DMP must not exceed 2 pages (1.5-spaced). Save the DMP as "DMP" in PDF format. The DMP will be considered during the merit review process (see Part V, B of this NOFO, NIFA's Data Management Plan).

b. **Letters of commitment (LOC).** Letters from collaborators or community partners whose participation is important to the success of the project, committing those collaborators and partners to specific roles, are encouraged. Do not include general letters of support (i.e., from those who are not committing to a specific role in the project). Save the letter(s) as "LOC_Organization Name" in PDF format.

R&R Senior/Key Person Profile (Expanded).—See **Part V** of the NIFA Grants Application Guide for profile requirements, details about the biographical sketch, and suggested support templates.

R&R Personal Data.—This information is voluntary and not a precondition of award (see **Part V** of the NIFA Grants Application Guide).

R&R Budget.—See **Part V** of the NIFA Grants Application Guide.

1. **Indirect Costs (IDC).**—Not permitted.
2. Prepare a budget for each of the four years of the project ($300,000 per year) plus a cumulative 4-year budget of $1,200,000.

3. **Budget Justification.**—A detailed budget narrative should be provided for each project year. There should be a direct correlation between the items in the budget, the activities described in the PN, and the budget justification. Each item in the budget must be justified in the proposal. Costs (e.g., salary and wages, materials, equipment, travel, etc.) must be broken down and itemized rather than shown as lump sums. While budgets should account for necessary travel, virtual or hybrid meetings may be considered.
4. All subawards must include a budget and budget narrative for each year they are part of the grant.
5. **Project Directors' Meeting.** Reasonable travel expenses for the PD to attend one PD meeting during each project year must be included as part of the project's budget.

Supplemental Information Form. See Part V of the NIFA Grants Application Guide.

1. **Field 2: *Program to which the applicant is applying*.**—Enter the program name "Tribal Colleges Extension Program-Capacity Applications (TCEP-CA)" and the program code "NK". Accurate entry is critical.
2. **Field 8: *Conflict of Interest List***. See **Part V** of the NIFA Grants Application Guide.

C. Funding Restrictions

1. **No Indirect Costs (IDC)**. IDC is not authorized for this NOFO.

   The use of grant funds to plan, acquire, or construct a building or facility, or to acquire land, is not allowed under this program. With prior approval, in accordance with the cost principles set forth in Subpart E of 2 CFR 200, grant funds may be used to purchase equipment, or for improvements, alterations, renovations, or repairs to land, buildings, or equipment, deemed necessary to retrofit existing spaces and resources in order to carry out a funded project under this grant. However, requests to use grant funds for such purposes must be aligned with the goals and objectives of the project. Any equipment purchased with Federal funds is the property of the grantee or the sub-grantee, as appropriate.

   In addition, the following costs, although not all-inclusive, are not permitted:

   1. Entertainment including tickets to shows or sporting events;
   2. Meals (except when provided to maintain the continuity of a meeting);
   3. Alcoholic beverages;
   4. Costs associated with banquets and award ceremonies;
   5. Expenses not directly related to the program – (e.g., childcare services, kitchen help, etc.);
   6. Incentives.

2. NIFA awards may not be used to support the procurement of unmanned aircraft systems to process, store, or transmit Federal information (as defined in OMB Circular A-130) unless the grant is specifically available for procurement of such equipment and grantees describe in their application how they will comply with the information security requirements outlined in Appendix B of M-26-02 Ensuring Government Use of Secure Unmanned Aircraft Systems and Supporting United States Producers and develop a risk-based approach to applying those requirements to procurement solicitations to potential vendors under the resulting Federal award. This information, if provided, will be

evaluated by NIFA as part of its evaluation process. If such procurement is approved, specific information security requirements may be included in the terms and conditions of the grant to ensure that the grantees will incorporate those requirements in procurement solicitations of unmanned aircraft systems under the Federal award.

PART V. APPLICATION REVIEW REQUIREMENTS

A. NIFA's Evaluation Process

NIFA evaluates each application in a two-part process. First, we screen each application to ensure that it meets the administrative requirements set forth in this NOFO. All administrative requirements must be met in order for the application to proceed to the next level of review. Second, a scientific peer-review process will be used to technically evaluate applications that have met the administrative requirements using a review panel (see NIFA Peer Review Process).

Scientific Peer Review Process:

NIFA selects reviewers for the review panel based upon their training and experience in relevant scientific, extension, or education fields, taking into account the following factors:

1. The level of relevant formal scientific, technical education, or extension experience of the individual, as well as the extent to which an individual is engaged in relevant research, education, or extension activities.
2. The need to include experts from various areas of specialization within relevant scientific, education, or extension fields.
3. The need to include other experts (e.g., agricultural producers, range or forest managers/operators, researchers, educators, evaluators, and consumers) who can assess relevance of the applications to audiences and to program needs.
4. The need to include experts from a variety of organizational types (e.g., colleges, universities, industry, state and Federal agencies, and private profit and non-profit organizations) and geographic locations.
5. The need to maintain a balanced composition with regard to the reviewer's area of expertise, geographic area, and entity type, as appropriate.
6. The need to include reviewers who can judge the effective usefulness of each application to producers and the general public.

After each peer review panel has completed its deliberations, the responsible program staff of NIFA will recommend that your project is either approved for support from currently available funds or declined due to insufficient funds or unfavorable review.

NIFA reserves the right to negotiate with the PD/PI and/or the submitting organization or institution regarding project revisions (e.g., reductions in the scope of work, funding level, period, or method of support) prior to recommending any project for funding.

After the review process has been completed, NIFA sends copies of reviews, *not* including the identity of reviewers, and a summary (if applicable) of the review panel comments to the PD.

Conflicts of interest. NIFA takes extreme care to prevent any actual or perceived conflicts of interest that may influence the review or evaluation (see NIFA Peer Review Process for Competitive Grant Applications).

B. Evaluation Criteria

Applications are evaluated primarily for overall merit with emphasis placed on the proposed approach to advance Tribal Extension initiatives and U.S. agriculture using sound program

management practices and strong cooperative linkages. The criteria below are not equal in merit but are listed in descending order of importance. NIFA will use the following criteria to evaluate applications to this program:

1. **Potential for advancing the quality of Tribal Extension initiatives.** This criterion assesses the likelihood that the project will have an impact upon and advance the quality of food, agriculture, natural resources, workforce development, and youth development by strengthening institutional capacity to meet clearly delineated needs in Tribal communities. The extent to which the proposed project enhances participants' lives and benefits Tribal stakeholders, rural communities, Indian Country, and U.S agriculture is included. Stakeholder involvement in project development, implementation, and evaluation is demonstrated and clearly aligns with stakeholder/community needs and concerns.
2. **Proposed approach and project management.** This criterion evaluates the soundness of the proposed approach including objectives, methodology, timetable, expected outcomes, and identification and dissemination of project impacts. Project objectives, activities, and outcomes are clearly described, appropriate, and aligned. Anticipated outcomes and impacts are relevant to the participants, Tribal community, and Indian Country. A clear plan is articulated for project management, including time allocated for attainment of objectives and delivery of products, maintenance of partnerships, project evaluation, and strategies to communicate outcomes and impacts to stakeholders and the public. A plan for IRB and/or IACUC approval is included, if applicable.
3. **Key personnel, institutional support, and capacity building.** This criterion assesses the adequacy of personnel and institutional support required to advance and sustain Extension outreach capacity. Key personnel have sufficient expertise and time to implement project objectives, establish and maintain partnerships, and assess and disseminate project outcomes and impacts. The number of other personnel involved in the project is adequate to support the project. The extent to which the institution is committed to the project, has adequate institutional resources (e.g., support personnel, facilities, equipment, etc.) available to execute the project, and plans for project continuation or expansion beyond the period of USDA support is included. If a partner organization or community collaborators will be included in the project, their involvement, including roles and responsibilities, is clear and defined. Letters of commitment from collaborators or community partners are provided, if applicable.
4. **Budget and cost-effectiveness.** This criterion gauges the extent to which the budget clearly allocates sufficient resources to carry out Extension activities that will lead to desired outcomes. Budget line items are sufficiently justified to determine the necessity and reasonableness of the costs to carry out project activities and achieve project objectives. The extent to which the project maximizes the use of limited resources and optimizes educational value for the dollar is included. Budget allocations between the applicant and any collaborating organization(s) are appropriate for the amount of time committed to the project by the subawardee(s), if applicable.
5. **Project evaluation.** This criterion assesses the proposed project evaluation and performance monitoring plans. The project evaluation methods used to identify, gather, and analyze feedback from project stakeholders and participants are reasonable and appropriate for Extension activities. The process to measure project objectives and assess

impact is consistent with the project timeline. The extent to which assessment results and feedback from participants are communicated to the institution and stakeholders and is utilized to inform project planning is included. The project identifies the key person(s) who will monitor and report project performance.

6. **Data management plan.** This criterion evaluates the soundness of the institution's DMP. The DMP is appropriate, clearly described, and feasible. The extent to which the DMP describes the expected data type and format, plans for storing and preserving the data during and after the project, and the procedures for data access, sharing, and protection is included.

C. Organizational Management Information

Applicants must submit specific management information prior to an award and update the information as needed. Applicants may only need to provide an update if there was a change in previously provided information under this or another NIFA program. NIFA provides the requisite forms during the pre-award process. Although an applicant may be eligible for award under this program, there are factors that may exclude an applicant from receiving Federal financial and nonfinancial assistance and benefits under this program (e.g., debarment or suspension of an individual, or a determination that an applicant is not responsible).

D. Application Disposition

Applicants may withdraw at any time before NIFA makes a final funding decision. NIFA will retain all applications, including withdrawn applications and unfunded applications.

PART VI. AWARD ADMINISTRATION

A. General

Within the limit of funds authorized, the NIFA awarding official will make grants to responsible and eligible applicants whose applications are judged most meritorious under the procedures set forth in this NOFO. The date specified by the NIFA awarding official as the effective date of the grant must be no later than September 30 of the Federal fiscal year in which the project is approved for support and funds are appropriated for such purpose, unless otherwise permitted by law. The project need not be initiated on the grant effective date, but as soon thereafter as practical so that project goals may be attained within the funded project period.

All funds granted by NIFA under this NOFO may be used only for the purpose for which they are granted in accordance with the program-specific laws and regulations, NIFA General Awards Administrative Provisions (7 CFR part 3430, subparts A through E), USDA Regulations for Grants and Agreements (2 CFR Chapter IV), Office of Management and Budget Uniform Guidance (2 CFR part 200), NIFA-specific terms and conditions, USDA General Terms and Conditions for Federal Awards, and approved budget and project plans.

The Notice of Award document will provide pertinent instructions and information as described in 2 CFR 200.211.

B. Administrative and National Policy Requirements

Several Federal statutes and regulations apply to grant applications and the projects outlined in this NOFO (some are listed here: Federal Regulations). Unless specifically noted by statue or award-specific requirements, NIFA Federal Assistance Policy Guide applies to all NIFA awards.

C. Expected Program Outputs and Reporting Requirements

Output and reporting requirements are included in the award terms and conditions. If there are any program or award-specific award terms, they will be identified in the Award Notice.

PART VII. OTHER INFORMATION

A. Use of Funds and Changes in Budget

Delegation of fiscal responsibility. Unless the terms and conditions of the award state otherwise, awardees may not in whole or in part delegate or transfer to another person, institution, or organization the responsibility for use or expenditure of award funds.

Changes in Budget or Project Plans. In accordance with 2 CFR 200.308, awardees must request prior approval from NIFA for the following program or budget-related reasons (the awardee is subject to the terms and conditions identified in the award):

1. Change in the scope or the objective of the project or program without prior written approval (even if there is no associated budget revision required);
2. Change in a key person specified in the application or the Federal award;
3. Disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project;
4. Inclusion of costs that require prior approval in accordance with 2 CFR 200 Subpart E (Cost Principles), or 2 CFR Part 300 Appendix IX, (Principles for Determining Costs Applicable to Research and Development under Awards and Contracts with Hospitals), or 48 CFR, unless waived by the Federal awarding agency, 48 CFR Part 31, Contract Cost Principles and Procedures;
5. Transfer of funds budgeted for participant support costs to other categories of expense (2 CFR 200.456 Participant support costs);
6. Sub-awarding, transferring or contracting out of any work under a Federal award, including fixed amount sub-awards (see 2 CFR 200.333, Fixed Amount Sub-awards), unless described in the application and funded in the approved Federal awards. This provision does not apply to the acquisition of supplies, material, equipment, or general support services;
7. Changes in the approved cost-sharing or matching provided by the non-Federal entity;
8. The need for additional Federal funds to complete the project;
9. Salary rates of pay exceeding an Executive Level IV salary range (see "Rates of Pay for the Executive Schedule" under the "Executive & Senior Level Employee Pay Tables" header at https://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/) require prior NIFA approval. This rate does not include any fringe benefits, general and administrative (G&A), overhead, or other expenses. Requests for approval must include the salary rate of pay and a justification for the rate and be sent to the Authorized Departmental Officer (ADO) to awards@usda.gov;
10. No more than 50 percent of the total dollars of this award may be subcontracted to another party(ies) without prior written approval of the ADO, except subcontracts to Federal agencies;
11. Transferring funds between the construction and non-construction work under a Federal award; and
12. A no-cost extension (meaning, an extension of time that does not require the obligation of additional Federal funds) of the period of performance, other than any one-time extension authorized by the Federal agency in accordance with paragraph 2 CFR 200.308(g)(2). All requests for no-cost extensions should be submitted at least 10 calendar days before the conclusion of the period of performance. The Federal agency may approve multiple no-cost extensions under a Federal award if not prohibited by Federal statute or regulation.

B. Confidential Aspects of Applications and Awards

When an application results in an award, it becomes a part of NIFA transaction records, which are available to the public. Information that the Secretary of Agriculture determines to be confidential, privileged, or proprietary in nature will be held in confidence to the extent permitted by law. Therefore, applicants should clearly mark any information within the application they wish to have considered as confidential, privileged, or proprietary. NIFA will retain a copy of an application that does not result in an award for three years. Such an application will be released only with the consent of the applicant or to the extent required by law. An applicant may withdraw at any time prior to the final action thereon.

C. Regulatory Information

This program is not subject to the provisions of Executive Order 12372, which requires intergovernmental consultation with state and local officials. Under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35), the collection of information requirements contained in this notice have been approved under OMB Document No. 0524-0039.

D. Language Access Services

NIFA offers language access services, such as interpretation and translation of vital information, free of charge. If you need interpretation or translation services, please visit NIFA Language Access Services.

APPENDIX I: AGENCY CONTACT

For Programmatic questions please email.
NIFAtribalprograms@usda.gov

For administrative questions related to;

1. Grants.gov, see Part IV of this NOFO
2. Other NOFO or application questions, please email grantapplicationquestions@usda.gov
3. Awards under this NOFO, please email awards@usda.gov

U.S. Postal Mailing Address:
National Institute of Food and Agriculture
U.S. Department of Agriculture
P.O. Box 419205, MS 10000
Kansas City, MO 64141-6205

Courier/Package Delivery Address:
National Institute of Food and Agriculture
U.S. Department of Agriculture
2312 East Bannister Road, MS 10000
Kansas City, MO 64141-3061

APPENDIX II: GLOSSARY OF TERMS

Glossary of Terms

Agriculture and Food Research Initiative – AFRI
Artificial Intelligence – AI
Assistance Listing Number – ALN
Authorized Departmental Officer – ADO
Authorized Representative – AR
Agricultural Research, Extension, and Education Reform Act of 1998 – AREERA
Coordinated Agricultural Project – CAP
Centers of Excellence – COE
Data Management Plan – DMP
Institutional Animal Care and Use Committee – IACUC
Institutional Review Board – IRB
National Institute of Food and Agriculture – NIFA
Notice of Funding Opportunity – NOFO
Project Director – PD
Project Narrative – PN
Project Summary – PS
Research, Education, and Economics – REE
Tribal Colleges Extension Program-Capacity Applications – TCEP-CA
United States Department of Agriculture – USDA

APPENDIX III: DEFINITIONS

Refer to 7 CFR 3430 Competitive and Noncompetitive Non-formula Federal Assistance Programs – General Award Administrative Provisions for additional definitions.

Definitions

Continuation Award:

An award instrument by which NIFA agrees to support a specified level of effort for a predetermined period of time with a statement of intention to provide additional support at a future date, provided that performance has been satisfactory, appropriations are available for this purpose, and continued support would be in the best interest of the Federal government and the public.

Matching:

The process through which a grant recipient matches awarded USDA funds with cash and in-kind contributions on a dollar-for-dollar basis. The matching funds must derive from non-Federal sources.

New Application:

An application not previously submitted to a program.

TOHONO O'ODHAM COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES

THRU: DR. STEPHEN SCHOONMAKER, PRESIDENT

FROM: ADRIAN QUIJADA – DIRECTOR, LGOS

SUBJECT: UPHOLDING HIMDAG THROUGH INDIGENOUS FOCUSED EDUCATION AND VOCTIONAL TRAINING

DATE: JULY 10, 2026

CC: EVAN THOMAS, SPECIAL ASSISTANT TO THE PRESIDENT

Background:

The Land Grant Office of Sustainability is applying for a one-year, $220,000 grant to create a micro-certificate in land restoration and invasive species management (LRIM), and to offer two Native-focused youth Horsecare vocational trainings to High School students coming from the Tohono O'odham, Gila River O'odham, Salt River O'odham, Navajo, San Carlos Apache, Pasqua Yaqui, Ft McDowell Yavapai/Apache, Camp Verde Yavapai/Apache and Tonto Apache Communities. This initiative aligns with TOCC's mission to deliver relevant education and workforce development to help build the Tohono O'odham Nation, and to extend this work to neighboring tribes. The LRIM micro-certificate and High School Horsecare programs are designed to prepare students for jobs in conservation, natural resource management, outdoor education and tourism with TON, other tribes, and conservation corps' around the country as well as with state and federal land managing agencies. The micro-certificate will strengthen TON members' technical skills while advancing self-sufficiency, environmental stewardship, and economic resilience across the Tohono O'odham Nation and neighboring tribal communities. This program connects traditional land stewardship with modern agricultural science to provide accessible, relevant, and culturally responsive education for the TON and neighboring Indigenous communities.

Justification:

In 1998, the Tohono Legislative Council chartered TOCC to educate the Nation and to uphold Himdag—the Tohono O'odham way of life. The vision of TOCC is to become the Tohono O'odham Nation's center for higher education and workforce development vocation training, directly justifying the education and training elements outlined in the BLM Youth Grant proposal. TOCC's mission is to enhance our unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, standardized, higher education services. This will be achieved via the development and initial implementation of a new TOCC Land Restoration/Invasives Management Micro-Certificate, and by offering youth from a myriad of Native Communities introductory Horsecare vocational training that helps prepare students for careers in outdoor recreation and tourism, while continuing TOCC's strong legacy of enhanced community building via continued educational outreach. All instruction, credentialing, and data management will be conducted exclusively by TOCC in close coordination with TON Department of Natural Resources.

Action Requested:

We respectfully request that BOT review and approve this submission.

Recommendation:

The College recommends the Board of Trustees approve the submission of this grant.

TOCC GRANT PROPOSAL SUBMISSION AUTHORIZATION

DATE: July 10, 2026. **SUBMITTED BY**: Adrian Quijada

Funding Agency: Bureau of Land Management — 2026 Youth Conservation Grant Program

Funding Number: L26AS00064

Letter of Intent required? Not required **Due Date** (if applicable): **N/A**

Grant Submission Date: August 14, 2026

Entity for proposal submission: Grants.gov

Maximum Award: $220,000

Duration of grant: One year (12/30/2026 – 12/30/2027)
(Note: determine if award listed is total for the grant period, or per year.)

Number of Awards: Unknown Match Required? Yes / 25%, In Kind

Indirect Cost allowed? Yes Amount (%): 15%

Department or Division Requesting Grant: Land Grant Office of Sustainability (LGOS).

Title of the proposal: Upholding Himdag—the Tohono O'odham Way of Life Through Indigenous Focused Conservation Education and Vocational Training.

Background and Justification: In 1998, the Tohono Legislative Council chartered TOCC to educate the Nation and to uphold Himdag—the Tohono O'odham way of life. The vision of TOCC is to become the Tohono O'odham Nation's center for higher education and workforce development vocation training, directly justifying the education and training elements outlined in the BLM Youth Grant proposal. TOCC's mission is to enhance our unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, standardized, higher education services. This will be achieved via the development and initial implementation of a new TOCC Land Restoration/Invasives Management Micro-Certificate, and by offering youth from a myriad of Native Communities introductory Horsecare vocational training that helps prepare students for careers in outdoor recreation and tourism, while continuing TOCC's strong legacy of enhanced community building via continued educational outreach.

Objectives: (1) Develop and initial implement new Land Restoration/Invasives Management MCP that is estimated to prepare approximately 20 students a year for full-time employment with TON environmental departments, Arizona Conservation Corps, 12 other conservation corps' around the country, neighboring tribal environmental departments, Native NGO's and state and federal land management agencies. (2) Offer one two-week TOCC-Horsecare vocational training session to 12 High School student applicants selected to represent the Tohono O'odham, Gila River O'odham, Salt River O'odham, Ft McDowell Yavapai/Apache, Camp Verde Apache, Tonto Apache and Pasqua Yaqui Communities, inspiring and mentoring these training participants into careers in outdoor recreation, natural resource management, Horseshoeing and outdoor tourism. (3) Offer one two-week TOCC-Horsecare vocational training session to 12 High School student applicants selected to represent the Red Mesa District, as well as four other Agriculture Schools in the adjacent four districts located within the Navajo Nation, and inspiring and mentoring training participants into careers in outdoor recreation, natural resource management, Horseshoeing and outdoor tourism.

Methods: TOCC will utilize a variety of teaching delivery methodologies in conjunction with the LRIM MCP that include but are not limited to a combination of science-based classroom, and field-oriented methods such as direct and indirect classroom and field observation and pre and post course testing that incorporates traditional and contemporary land restoration theories and best management practices. LRIM students will be required to complete an eight-week "LRIM Field Practicum" – specifically designed to give students the base-science and on-the-ground practical cultural and ecological knowledge needed to compete for conservation and environmental jobs with TON , other tribes, conservation corps' and state and federal agencies.

The two Horsecare trainings proposed in this BLM Youth grant rely heavily on practical learning with an emphasis on hands-on field-based instructional methods, supported by applicable classroom knowledge. Field and classroom direct and indirect observation and pre, mid-term, and post course testing will again be utilized to effectually evaluate overall course success. TON departments and partner organizations refer students and provide field access; all instruction and grant administration is managed by TOCC, with the TON Department of Natural Resources providing daily Intern direction and in-field supervision in close coordination with TOCC.

How the project will meet the TOCC Mission and Strategic Plans: TOCC's mission is to serve the Tohono O'odham Nation and surrounding communities through education, research, and service grounded in the O'odham Himdag. This project advances that mission directly: it delivers workforce-relevant conservation education in a culturally integrated format; extends LGOS's Land Grant agriculture extension mandate to include applied science credentialing; and builds lasting community capacity that reduces dependence on external entities. The LRIM Micro-Certificate will be incorporated into TOCC's permanent academic catalog after the grant period, contributing to TOCC's strategic goal of expanding community-responsive academic programming.

Proposed Principal Investigator or Project Director: Adrian Quijada

Lead writer: Adrian Quijada

Current staff to be paid under the grant? (List): 0

New staff to be added? (Number and positions): 0

Contractors (external evaluator required, etc): Two: LRIM Program Coordinator and the Native American Horse Education Foundation (NAHE).

Approval by Division Dean and Date: _____

Review by Leadership and Approval Date:_____

Board Review and Approval Date: _____

Bureau of Land Management

Notice of Funding Opportunity

FY26 Bureau of Land Management Youth Conservation Corps - Bureau wide

Funding Opportunity Number

L26AS00064

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BASIC INFORMATION

Announcement Type: Initial

Funding Opportunity Number: L26AS00064

Assistance Listing Number(s): 15.243

Estimated Total Program Funding: $900,000

Expected Number of Awards: 8

Award Ceiling: $220,000

Award Floor: $30,000

Cost Sharing Required?
Yes

Closing Date Explanation
Electronically submitted applications must be submitted no later than 5:00 p.m., ET, on the listed application due dates. Applications must be submitted through grants.gov.

Applications will be reviewed, rated, ranked and selected via merit review committee.

Open from **June 12, 2026, through October 16, 2026**.

Round One Applications Due: August 14, 2026
Round Two Applications Due: October 16, 2026

Refer to "Related Documents" tab for individual project details and closing dates.

Extensions to NOFO close dates will be unallowed, except in extenuating circumstances.

U.S. states and local governments may be required under Executive Order 12372, Intergovernmental Review of Federal Programs to submit their application to their State Single Point of Contact (SPOC) for review. For more information, see the Intergovernmental Review SPOC List.

OMB Control Number:

Have Questions?
Applicants are also encouraged to contact the Grants Management Officer, Chanda Brown at chanda_brown@ios.doi.gov or the BLM National Youth Programs Lead, Michael Brown at m55brown@blm.gov with any questions.

Alaska, Arizona, Colorado, Eastern States, Idaho, Montana/Dakotas, Nevada, Wyoming, National Interagency Fire Center (NIFC), and the National Operations Center (NOC) will not be accepting applications during Round 1 under this Notice of Funding Opportunity (NOFO). This NOFO may be updated/revised in the future to include additional projects

from one or more of these states. Please review the "Key Dates" section for further information.

Executive Summary

The Headquarters Bureau of Land Management (BLM) offices have collaborated with Qualified Youth Corps, as authorized by the Public Lands Corps Act (PLC), to accomplish natural and cultural resource-focused projects for numerous years. This program's projects provide opportunities to gain work experience in public lands and natural resources management. Through their BLM experience, youth gain an appreciation for public lands, learn about natural resource management careers, and become the next generation of public lands stewards. The BLM Youth Program helps the agency accomplish projects across all program areas in support of the BLM's multiple-use mission. The BLM Youth Program partners with qualified youth corps through the Public Lands Corp (PLC) Program to engage individuals between the ages of 16 and 30 (inclusive) and veterans up to age 35 (inclusive), including tribal members. The PLC program mandates employing youth who are interested in working on natural and cultural resource projects that protect public lands.

Projects available under the PLC Program are developed in collaboration with the State Youth Program Lead and District/Field Office project coordinators. The projects emphasize hands-on engagement in on-the-ground projects, skill development training, and mentorship opportunities for participants. These projects create jobs that strengthen America's economy and foster relationships with youth corps organizations striving for balanced stewardship and use of public lands.

Proposed projects within this funding opportunity notice will support the goals of the PLC Program and may also incorporate the goals of the Indian Youth Service Corps Program through outreach to Indian tribes and tribal-serving youth corps organizations. Projects will include the following:

- Enhancement of recreation opportunities through trail building, maintenance and restoration, and other improvements to visitor and recreation facilities (e.g. kiosks, campgrounds, signage etc.).
- Monitoring riparian area vegetation and hydrological functions, collecting soil and stream data as well as timber stand improvement projects for wildlife habitat and overall forest health.
- Habitat restoration and wildlife protection, including reduction of invasive species, tree planting, fence removal/installation, riparian area restoration, etc.
- Development and implementation of natural and cultural resource stewardship plans or educational materials for visitors.
- Studies such as resource inventories, historic or archival research, archaeological excavation or stabilization, oral histories, historic preservation, habitat surveys, etc.
- Preservation of cultural resources, including historic structures.
- Seed collection for restoration of lands affected by natural disasters
- Reduction of wildfire risk to communities, watersheds, and other public land ecosystems.
- Production of materials and programs on natural, cultural, and/or paleontological resources, communication, education, and interpretation of natural and cultural resources.

- In-house projects, such as cartography, records management, realty or wildland fire support, must demonstrate a clear benefit to natural or cultural resources and include a field component of at least 120 hours.

ELIGIBILITY

Eligible Applicants

State governments

County governments

City or township governments

Special district governments

Public and State controlled institutions of higher education

Native American tribal governments (Federally recognized)

Native American tribal organizations (other than Federally recognized tribal governments)

Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education

Nonprofits without 501(c)(3) status with the IRS, other than institutions of higher education

Private institutions of higher education

Additional Information on Eligibility

Individuals and for-profit organizations are ineligible to apply for awards under this NOFO.

This program NOFO does support entities hiring interns or crews under the Public Lands Corps Act of 1993. The Public Lands Corps Act of 1993, 16 USC, Chapter 37, Subchapter II-Public Lands Corps, is the only legislative authority that allows BLM to "hire" interns under this authority. Therefore, eligible Youth Conservation Corps may only apply for projects developed under NOFO 15.243 – BLM Youth Conservation Opportunities on Public Lands.

Cost Sharing Requirement

Cost Sharing Required?

Yes

A required 25% match for all 15.243 Youth Conservation Corps Agreements by statute.

GET READY TO APPLY

Required System Registrations

Unique Entity Identifier and SAM.gov Registration

Before applying, all **applicants** except individuals applying as a natural person **must be registered in SAM.gov**. During the SAM.gov registration the entity will obtain their Unique Entity Identifier (UEI).

The SAM.gov registration process can take several months. If your organization is not already registered in SAM.gov, begin the registration process as soon as possible.

To register in SAM.gov, go to the SAM.gov website and use the available resources to complete registration.

- **Financial assistance registrants** must review and certify compliance with the SAM.gov "Financial Assistance General Representations and Certifications".
- **Already registered?** You already have a Unique Entity ID. Before applying, check that your "Financial Assistance General Representations and Certifications" on SAM.gov is complete. Remember to renew your registration every year to keep it active while you have an award or application in progress. You can update your registration whenever you need, including during renewal.
- **Need help?** For additional information and contact information on the SAM.gov Help page.

GRANTS.GOV

This program accepts applications through Grants.gov so once you receive your UEI return to Grants.gov to register with Grants.gov. Please allow 30 days to register and set up a Workspace in Grants.gov. See Submission Instructions section below for additional details.

Refer to Attachment – Submission Instructions & Tips.

PROGRAM OVERVIEW

Program Goals

- Youth Employment: Engage young people to job opportunities in multiple-use public lands management.
- Environmental Stewardship: Engage participants in activities that support the BLM's management of natural and cultural resources on public lands.
- Skill Development: Equip participants with valuable skills and experience in natural resource management, which can lead to future employment opportunities in related fields.
- Community Engagement: Foster a sense of stewardship and responsibility towards public lands within communities, encouraging volunteerism and public involvement in land management efforts.
- Economic Benefits: Stimulate local economies through job creation and increased investment in public lands projects.
- Partnerships: Encourage collaboration between federal agencies, non-profit organizations, and local communities to maximize the impact of natural resources management efforts.

Program Description

*Certified Local Governments are encouraged to prioritize projects in support of the celebration of America's 250th birthday (Freedom 250). This may include, but is not limited to, preservation planning, interpretation, public engagement, and rehabilitation projects that recognize and honor the nation's founding, history, and cultural heritage. *

Applicants MUST include the state names in their application in the Grants.gov title.

The BLM Youth Program supports the agency's workforce while exposing participants to complex cultural and natural resource issues. This program supports the projects available under this program are developed in collaboration with the State Youth Program Lead and District/Field Offices to connect youth to natural and cultural resources on public lands through multiple-use land management projects, recreational experiences, natural resource-based employment and education opportunities. These projects create jobs that strengthen America's economy and foster relationships with youth corps striving for balanced stewardship and use of public lands.

Projects developed for this fiscal year will be identified in Grants.gov on the "Related Documents" tab.

The projects may be organized as crews where participants work collectively together under supervision of trained and experienced crew leaders or natural resources professionals. Projects may also be organized as individuals or small teams working on specific individual tasks requiring dedicated attention. Projects may be organized in both of these formats. Regardless of the format, trained and experienced crew leaders or staff from partner organizations shall directly supervise participants. While BLM professionals will provide project guidance and mentoring, they cannot serve as direct supervisors. Individuals/crews must be paid either a stipend or wage to offset living costs e.g., food and housing.

BLM has determined that individual stipends of $800 a week, equal to $20.00 per hour, are reasonable. Higher stipends must be justified in the budget justification in Attachment B. Crew based work will be evaluated based on how many crew members and weeks are needed and must be justified in Attachment B.

While there is no maximum number of hours that a PLC participant may serve, an individual may not be assigned to the same PLC project for more than two years for part-time work, and no more than one year for full-time work.

Expected Program Outcomes:

- Projects may vary in length, but none should last longer than three years. Projects may be located in different geographic locations on BLM administered lands. The BLM project coordinator will track project success using various criteria including whether the project:
- Exposes young people to public service, furthering their understanding and appreciation of the nation's natural and cultural resources, while implementing Secretary's Orders and priorities.
- Stimulates interest in natural resources and multiple-use land management careers by working with BLM professionals and providing qualified projects that will allow corps members to be certified for two-year noncompetitive hiring status upon completion of the projects and 640 hours.
- Promotes job creation to strengthen America's economy and fosters relationships with organizations advocating for balanced stewardship and use of public lands.
- Promotes public purposes by providing education, job training, development of responsible citizenship, and productive community involvement in the care and enhancement of natural and cultural resources.

- Assists qualified youth corps to enhance public lands and waters by engaging youth in management of natural and cultural resources.
- Engages young people within local communities and stimulates interest in resource management activities.

See the related attachments for state-specific projects.

States and Centers that will be accepting applications under this Notice of Funding Opportunity (NOFO)

- **California**
- **New Mexico**
- **Oregon / Washington**
- **Utah**
- **Headquarters**

Alaska, Arizona, Colorado, Eastern States, Idaho, Montana/Dakotas, Nevada, Wyoming, National Interagency Fire Center (NIFC), and the National Operations Center (NOC) will not be accepting applications during Round 1 under this Notice of Funding Opportunity (NOFO). This NOFO may be updated/revised in the future to include additional projects from one or more of these states. Please review the "Key Dates" section for further information.

Buy America Preferences for Infrastructure Projects

This program has Federal funding for infrastructure projects. Buy America preferences apply to Federal awards for infrastructure projects in the United States. Reference 2 CFR Part 184 - Buy America Preferences for Infrastructure Project for further guidance.

Reference 2 CFR Part 184 - Buy America Preferences for Infrastructure Project for further guidance.

Legislative Authority

Public Lands Corps Act of 1993, 16 USC, Chapter 37, Subchapter II-Public Lands Corps, Section 1721-1729, excluding Section 1725a Direct Hire Authority.

Type of Award

Projects will be funded through CA (Cooperative Agreement).

Recipient should expect the Federal agency to have substantial involvement in the project.

BLM's substantial involvement may include:

- Coordinate with the partner to ensure that the number of participants needed for all planned projects are recruited on time for the projects to begin.
- Ensure that participants obtain proper safety orientations and training in relation to the specific project, e.g., Defensive Driving, Off Highway Vehicle safety, etc. The PO will be responsible for obtaining copies of all training certifications.
- Ensure that participants are clearly representing their organization and are not being identified as BLM employees.

- Ensure participants meet the age requirement.
- Ensure they do not supervise participants, but rather mentor and provide guidance to them. Supervision is the responsibility of the partner organizations.
- Educate participants about BLM's mission
- Provide guidance on finding and applying for Federal jobs on www.usajobs.gov, the Federal government's official employment website.
- Joint collaboration between the BLM and recipient in carrying out management, development, implementation, and evaluation of the proposed work.
- Assist with training of recipient personnel, crew leads, and crews/participants.
- BLM review and approval of one stage of work prior to the start of the next stage.
- BLM review and approval of modifications or sub-awards prior to their award.
- BLM participation in selecting recipient project staff.
- BLM directing or redirecting of recipient work because of relationships to other BLM projects.
- Ability to immediately halt work because of failure to meet agreement objectives; and
- Close monitoring and/or operational involvement in the proposed work.

PREPARE YOUR APPLICATION

Application Content and Format

Pre-Application Requirements

Prior to applying, applicants should review presidential actions found at: https://www.whitehouse.gov/presidential-actions/ and DOI Secretary's Orders found at: https://www.doi.gov/document-library/secretary-order.

By applying in response to this Notice of Funding Opportunity, the applicant certifies awareness and compliance with all currently effective and applicable executive orders and secretary's orders, including, but not limited to the Executive Order titled Ending Radical and Wasteful Government DEI Programs and Preferencing as well as the Executive Order and Secretary's order titled Restoring Truth and Sanity to American History. Applicants are responsible for ensuring their proposed activities are consistent with the intent and requirements of these directives.

Application Documents

Applicants must submit the following forms with their application as specified below. Instructions for accessing and submitting application forms are provided in the Submission Instructions section of this document below. For instructions on completing form fields, see the form instructions on the Grants.gov Forms Repository.

Forms/Assurances/Certifications	Submission Requirement
SF-424, Application for Federal Assistance Note: For applicants requesting more than $100,000 in Federal funds, the Authorized Representative's signature (or electronic equivalent) on the Application for Federal Assistance form also	Required from all applicants

Forms/Assurances/Certifications	Submission Requirement
represents their certification of the statements in Appendix A to 43 CFR 18-Certification Regarding Lobbying	
SF-424A, Budget Information – Non-Construction Programs	Required for non-construction projects
SF-LLL, Disclosure of Lobbying Activities	Required if requesting more than $100,000 in Federal funds and the applicant has used or plans to use funds other than Federal appropriated funds for lobbying related to the proposed project.
Project Abstract Summary (OMB 4040-0019). Must include, in plain language: • Award purpose, • Activities to be performed, • Expected deliverables or outcomes, • Intended beneficiaries, Subrecipient activities (if known or specified at time of award)	Required from all applicants
DOI Research and Development (R&D) – Current and Pending (Other) Support Note: This form is available on the DOI website. Applicants must download the form and include the completed form as an application attachment.	Required for research projects.
DOI Research and Development (R&D) – Biographical Sketch Note: This form is available on the DOI website. Applicants must download the form and include the completed form as an application attachment.	Required for research projects.

Project Narrative

Project Title: Must name the State where project is located in the Grants.gov title.

(Suggested format, Attachment A Project Proposal template, in the “related documents" tab in grants.gov, may be used when submitting your proposal.) The project proposal must be no longer than 15 pages, with a typeface no smaller than 11-point, and have at least one (1) inch margins on all sides. The 15-page limit includes all text, figures, references, and vitae, but does not include the Budget Detail (Attachment B)or DOI Research and Development related attachments.

Application narrative requirements may include:

- Project title
- Statement of need
- Goals and objectives

- Public benefit and program interest of the BLM
- Technical approach
- Timetable or milestones
- Information to support environmental compliance review requirements. (NOTE: Projects under aquatic and wildlife management, the native plant program, threatened and endangered species habitat restoration - the narrative should provide enough detail so that reviewers are able to determine project compliance with Section 7 of the Endangered Species Act of 1973)
- Description of stakeholder coordination or involvement
- Required project monitoring and evaluation plan, including how you will measure project performance and assessment tools to be used
- Information on key project personnel
- Anticipated future funding needs
- Details and supporting documentation on the project location
- Other program or project-specific narrative requirements

All proposals are confidential.

Budget Narrative
Applicants must describe and justify items and costs listed in their budget. The budget narrative must identify the following cost items: total estimated costs, non-Federal cost share, third-party contributions, and any pre-award costs. Total project cost is the sum of all allowable costs, including required and voluntary cost share and third-party contributions.

Budget items must be**:**

- Reasonable, allowable, allocable, and necessary
- Compliant with 2 CFR §200 Subpart E cost principles

Indirect Costs: Applicants must indicate in their budget narrative how they will charge indirect costs, including the rate to be applied:

- De Minimis Rate: If eligible, state if your organization is opting to use the de minimis rate of up to 15% of total modified direct costs. Entities that do not have a current Federal negotiated indirect cost rate (including provisional rate) may propose to use the de minimis rate. For more information, refer to 2 CFR 200.414(f).
- Negotiated Rate: State if you will negotiate with your cognizant agency. If your organization has previously negotiated a rate, attach a copy of the most recently negotiated rate agreement (active or expired).

Data and Evaluation Costs: Applicant budgets may include costs related to data and evaluation as relevant per 2 CFR §200.455.

Applicant budgets may include costs related to data and evaluation as relevant per 2 CFR 200.455.

Refer to Budget Detail and Narrative, Attachment B in the “related documents” tab on grants.gov as a suggested format.

Conflict of Interest and Unresolved Matters Disclosures:

If any actual or potential conflict of interest exists related to this project at the time of application, the applicant must provide sufficient information to support a program determination of significance per 2 CFR 1402.112. Refer to 2 CFR 200.112 Conflict of Interest and 2 CFR 200.113.

Overlap or Duplication of Effort Statement:

Applicants must state in their application if the activities, costs, or time commitment of key personnel proposed in this application overlap with those in any other Federal proposal or award or not. If no overlap exists, include a statement to that effect. If any overlap exists, provide:

- Activities: Description any overlapping activities.
- Costs: Description of any overlapping costs.
- Time: Description of any overlapping key personnel time.
- A copy of any overlapping or duplicative proposal submitted to any other potential funding entity.
- Details on when any overlapping proposal was submitted, to whom, and the expected date of the funding decision.

Other Required Information

Other documentation may include curriculum vitae or other biographical information for key personnel, project location maps, any documentation to support an eligibility determination (e.g., proof of certain tax status, authorizing tribal resolution), third-party references, letters of support, or letters of cost sharing or other commitments to the project, independent audit report, or negotiated indirect cost rate letter.

SUBMISSION REQUIREMENTS AND DEADLINES

Address to Request Application Package

This NOFO includes all information, documents, and electronic addresses needed to submit an application through www.Grants.gov. Contact Chanda Brown at chanda_brown@ios.doi.gov for any additional questions.

Submission Dates and Times

Closing Date for Applications: 10/16/2026

Closing Date Explanation

Electronically submitted applications must be submitted no later than 5:00 p.m., ET, on the listed application due dates. Applications must be submitted through grants.gov.

Applications will be reviewed, rated, ranked and selected via merit review committee.

Open from **June 12, 2026, through October 16, 2026**.

Round One Applications Due: August 14, 2026
Round Two Applications Due: October 16, 2026

Refer to “Related Documents” tab for individual project details and closing dates.

Extensions to NOFO close dates will be unallowed, except in extenuating circumstances.

Submission Instructions

Apply Through Grants.gov

To apply through Grants.gov, please follow the instructions in the Quick Start Guide for Applicants. Before applying, ensure that at least one person at your organization is registered and has the Authorized Organization Representative (AOR). Only the AOR can submit the application. If you need more users, they must create their own Grants.gov account. Follow these steps below to apply:

- *Create a Workspace*: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- *Complete a Workspace*: Invite participants to the workspace so you can collaborate on the application. Required applications forms are included in the Grants.gov Funding Opportunity Package and can be completed in the Workspace, unless noted otherwise in the Required Forms table above. Check for errors before submission.
- *Submit a Workspace*: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab
- *Track a Workspace Submission*: After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application.

The system generates a date and time stamp and sends it to the applicant's AOR via email as proof of submission. Make sure your application passes the Grants.gov validation checks. Do not encrypt, zip, or password-protect any files. Only registered individuals in SAM as both a user and an AOR can submit applications. Please allow 30 days to register in Grants.gov.

Application System Technical Support: For Grants.gov technical registration and submission, downloading forms, and application packages, contact Grants.gov Customer Support at 1-800-518-4726 or by email at Support@grants.gov.

APPLICATION REVIEW INFORMATION

Eligibility Review

During the eligibility review, the application is checked for timely submission, completed packages (see Application Documents above) and alignment with the requirements of this announcement. The Federal agency may remove an application if it does not pass the eligibility review.

Prior to conducting the comprehensive merit review, an initial review will be performed to determine whether:

(1) the applicant is eligible for an award;

(2) the information required by the NOFO has been submitted;

(3) all mandatory requirements of the NOFO are satisfied;

(4) the proposed project is responsive to the program objectives of the NOFO (program determination); and

(5) the proposed project is in compliance with all applicable executive and secretary orders, including the President's executive order on Ending Radical and Wasteful Government DEI Programs and Preferencing as well as the executive order and Secretary order on Restoring Truth and Sanity to American History.

If an applicant fails to meet the requirements or objectives of the NOFO, or does not provide sufficient information for review, the applicant will be considered nonresponsive and eliminated from further review.

If an applicant selected for funding hasn't finished their SAM.gov registration (see 2 CFR 25.200 and 2 CFR 25.110) when the federal agency is ready to make an award, we may decide that the applicant is ineligible for the award and choose to grant it to someone else. Please refer 2 CFR 25.205 for more information.

Prior to making an award, the DOI checks the anticipated recipient and their key project personnel against the current list of prohibited or restricted persons or entities in the System for Award Management (SAM.gov) Exclusions database. We are prohibited from making an award if a recipient or any key personnel are found ineligible, prohibited, restricted, or otherwise excluded from receiving or participating in an award, as their ineligibility condition applies to this program.

If removed from consideration for ineligibility, the Federal agency will notify the applicant in writing.

Merit Review

The Merit Review process will be conducted at the State where the project is proposed.

Proposals will be evaluated on strengths or weaknesses for each merit review criterion and rated “Exceeds” “Meets” or “Does not meet” expectations with highest importance on **Statement of Need and Leveraging of Resources.**

Each of these ratings is defined as follows:

Exceeds – The proposal exceeds the criteria factors without any deficiencies.

Meets – The proposal meets criteria factors with few, or only minor, deficiencies.

Does not meet – The proposal does not meet the criteria factors, or there are significant deficiencies identified.

Eligible applications will be evaluated in an objective and unbiased manner using the following merit review criteria:

APPLICANT STATEMENT OF NEED

- Mission and objectives
- Youth programs offered
- DOI priorities met

RECRUITMENT PLAN/STRATEGIES

- Recruitment plan targeting participants where the project will occur
- Youth candidate application and screening processes

- Assessment of recruitment successes
- Technology or other innovative tools to be used in recruitment

APPLICANT TECHNICAL APPROACH AND MONITORING

- Training of supervisors and crew leaders
- Oversight of interns, crews, crew leaders
- Corrective action plans regarding any youth conduct issues
- Provisioning of youth crews
- Established protocols for reporting safety incidents/accidents, worksite concerns
- Significant anticipated accomplishments
- Clear milestones and measurement criteria
- Project monitoring and evaluation plan
- On and off boarding procedures

PUBLIC BENEFIT AND PROGRAM INTEREST OF THE BLM

- Direct Public Benefit
- Projects in which the BLM receives the indirect benefit of natural resources management activities

APPLICANT QUALIFICATIONS/PAST PERFORMANCE

- Key project personnel experience and qualifications
- Experience with federally funded assistance agreements within the last three to five years
- Similar successfully completed projects
- Unique qualifications
- Experience in governance of youth initiative internship programs

OFFERED COST SHARE or MATCH

Meets 25% requirements of the Public Lands Corps Act

LEVERAGING OF RESOURCES

A proposal should clearly demonstrate how partnerships contribute to the effective sharing of resources and expertise. Cost sharing is required by the program authority, it will be considered a significant factor during the application review process. The cost share included, applicants must specify the amount, source, and type of contribution (cash or in-kind) and ensure that all contributions are allowable, allocable, and reasonable in accordance with 2 CFR 200.306.

Review and Selection Process

This program reviews proposed budgets to ensure:

- figures are correct
- estimated costs are necessary and reasonable and clearly linked to project narratives
- avoid obviously unallowable costs
- identify costs requiring prior approval

- ensure indirect cost rates are applied correctly
- confirm cost sharing requirements are reflected in the budget.

This program reviews applications for potential overlap or duplication between the proposed project and any other funded or proposed project. Depending on the circumstances, DOI may choose to not make an award.

BUDGET REVIEW IS BASED ON THE FOLLOWING:

- · Budget line items must be allowable, allocable, reasonable in price, and appropriate for the level of effort needed to accomplish the project.
- · Budget details and narrative must provide adequate explanation of, and justification for, each estimated cost.
- · Requested equipment must be justified and necessary for completion of the project.
- Cost Sharing/Matching funds must not come from Federal sources.

COST SHARE COMMITMENT CLAUSE (PER 2 CFR § 200.306)

The proposed cost share shall be evaluated as part of the application review process, in accordance with 2 CFR § 200.306 and any applicable program-specific requirements. Upon finalization of the budget and issuance of the Federal award, the cost share amount becomes a binding commitment by the recipient.

The recipient shall ensure that all cost share contributions:

- Are verifiable in the recipient’s records;
- Are not used to meet cost sharing requirements of any other Federal award;
- Are necessary and reasonable for achieving the objectives of the Federal award;
- Are allowable under 2 CFR Part 200 Subpart E (Cost Principles);
- Are not funded by the Federal Government under another award unless specifically authorized;
- Are included in the approved budget when required by the awarding agency;
- Conform to all other applicable provisions of 2 CFR Part 200.

FINAL REVIEW OF SELECTED APPLICANTS:

Final review will be made by management to determine if the selected proposed project(s) are in line with DOI and BLM current priorities. This process may take a few months to finalize.

Risk Review

Prior to making an award, the applicant will be assessed for their level of risk per 2 CFR 200.206. This assessment includes the applicant's financial management capabilities, project delivery experience, staffing resources, past award performance, administration and reporting compliance records, and overall project complexity and potential for challenges. If an award will be made, special conditions may be applied to the award corresponding to the assessed risk. For awards over the simplified acquisition threshold (currently $350,000), a review of the applicant's eligibility and financial integrity information in the applicant's SAM.gov records will also be performed per 2 CFR 200.206.

If an award will be made, the program may apply special conditions corresponding to the risk assessed. For awards over the simplified acquisition threshold (currently $350,000), the program reviews eligibility and financial integrity information in the applicant's SAM.gov records per 2 CFR 200.206(a). The program also assesses financial management capabilities, project delivery experience, staffing resources, past performance, administration and reporting compliance records, and overall project complexity and potential challenges.

BLM programs document applicant risk evaluations using the DOI "Financial Assistance Recipient Risk Assessment" form. Prior to approving awards, the BLM is required to review and consider any information about or from the applicant found in the Federal Awardee Performance and Integrity Information System. The BLM will consider this information when completing the risk review. The BLM uses the results of the risk evaluation to establish monitoring plans, recipient reporting frequency requirements, and to determine if one or more of the specific award conditions in 2 CFR 200.207 should be applied the award.

If the results of all pre-award reviews and clearances are satisfactory, an award of funding will be made once the agreement is finalized. If the BLM determines that a Federal award will be made, special conditions that correspond to the degree of risk assessed may be applied to the Federal award.

AWARD NOTICES

Notices of Federal Award are sent electronically via GrantSolutions or e-mail. These notices outline the terms, conditions, and payment instructions per 2 CFR 200.211. The Notice of Federal Award signed by an authorized Grants Officer is the legal instrument obligating financial assistance to a recipient. Any other prior notice is not an authorization to begin work. If the program allows pre-award costs per 2 CFR 200.458, beginning performance before receiving a Notice of Federal Award is at the applicant's own risk.

Anticipated Project Start Date: 12/31/2026

Anticipated Project End Date: 12/30/2027

Proposals will have a start date in FY2026 and a maximum end date of 09/30/2031.

Prior to issuing an award, selected recipient organizations will be required to obtain an account with the Automated Standard Application for Payments (ASAP.gov) system for BLM awards. In addition, the Administrative Official/Authorized Representative and Project Director/Principal Investigator for recipient organizations will be required to establish GrantSolutions (grantsolutions.gov) accounts to access award documents and submit reporting.

POST AWARD REQUIREMENTS AND ADMINISTRATION

Administration and National Policy Requirements

For award administration and national policy requirements, see the DOI General Terms and Conditions. Infrastructure projects require the use of American iron, steel, manufacture products, and construction materials per 2 CFR 184.

BLM Standard Terms and Conditions
See the Award Term - Required Use of American Iron, Steel, Manufactured Products, and Construction Materials

Geospatial Data

If you receive financial assistance from the Department of the Interior (DOI), recipient must follow these rules for geospatial data:

Follow Federal Standards: All geospatial data you collect or create must meet the standards set by the Federal Geospatial Data Committee (FGDC) or the Department of the Interior. This is required by the Geospatial Data Act of 2018, which is part of Public Law 115-254, specifically in Subtitle F (Geospatial Data), sections 751-759C (codified at 43 U.S.C. §§ 2801–2811).

Include Metadata: Your Geographic Information Systems (GIS) files must include complete metadata. Metadata is information that describes the data, such as where it came from, how accurate it is, and how it should be used. This is to ensure that anyone using the data understands its context and quality.

Check for Existing Data: Before you start collecting new geospatial data, you need to check GeoPlatform.gov. This is to see if there is already existing geospatial data from federal, state, local, or private sources that can meet your needs and is available for free. If such data is available, you should use it instead of gathering new data.

These rules help ensure that geospatial data is reliable, high-quality, and that resources are used efficiently.

Reporting

The recipient's Notice of Award will detail all reporting requirements, including frequency, due dates, and instructions for requesting extensions. In general, but not limited to, recipients must:

- Submit Federal Financial reports and Program Performance reports.
- Use the Federal Financial Report (SF-425) form for financial reporting,
- Monitor award activities and report on program performance per 2 CFR 200.329,
- Promptly notify the awarding program in writing of any issues, delays, or conditions impairing award objectives per 2 CFR 200.329(e),
- Disclose any conflicts of interest related to their award that arise during the award period per 2 CFR 1402.112,
- Report on the status of real property acquired under the award in which the Federal government retains an interest per 2 CFR 200.330, and
- Report all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award per 2 CFR 200.113.
- Report any matters related to recipient integrity and performance to SAM.gov per Appendix XII to 2 CFR 200.
- If the Federal share of the award is more than $100,000 and the recipient makes or agrees to make any payment using non-appropriated funds for lobbying in connection to the award, disclose those activities using the Disclosure of Lobbying (SF-LLL) form per 43 CFR 18.100.
- Federal Funding Accountability and Transparency Act of 2006 (FFATA) and 2 CFR 170 requires certain recipients to report information on executive compensation, and information on all sub-awards, subcontracts and consortiums equal to or over $30,000 to SAM.gov.

Other Information

Synopsis

L26AS00064

FY26 Bureau of Land Management Youth Conservation Corps - Bureau wide

General Information

Summary

Bureau or Office
Bureau of Land Management

Announcement Type
Initial

Fiscal Year
2026

Opportunity Category
D (Discretionary)

Opportunity Category Explanation

Assistance Listing Number(s)
15.243

Funding Instrument Type
CA (Cooperative Agreement)

Funding Activity Category
NR (Natural Resources)

Funding Category Explanation

Award Information

Cost Sharing Requirement
Yes

Expected Number of Awards
8

Estimated Total Program Funding
$900,000

Award Ceiling
$220,000

Award Floor
$30,000

Award Floor/Ceiling Explanation

Key Dates

Estimated Post Date
06/12/2026

Closing Date for Applications

10/16/2026

Closing Date Explanation

Electronically submitted applications must be submitted no later than 5:00 p.m., ET, on the listed application due dates. Applications must be submitted through grants.gov.

Applications will be reviewed, rated, ranked and selected via merit review committee.

Open from **June 12, 2026, through October 16, 2026**.

Round One Applications Due: August 14, 2026
Round Two Applications Due: October 16, 2026

Refer to "Related Documents" tab for individual project details and closing dates.

Extensions to NOFO close dates will be unallowed, except in extenuating circumstances.

Project Period | Expected Duration in Months

60

Estimated Project Start Date

December 31, 2026

Estimated Project End Date

December 30, 2027

Archive Date

11/16/2026

Eligibility Information

Eligibility Category

State governments

County governments

City or township governments

Special district governments

Public and State controlled institutions of higher education

Native American tribal governments (Federally recognized)

Native American tribal organizations (other than Federally recognized tribal governments)

Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education

Nonprofits without 501(c)(3) status with the IRS, other than institutions of higher education

Private institutions of higher education

Additional Information on Eligibility (Grants.gov 4,000/GMM 2,500 character limit)

Individuals and for-profit organizations are ineligible to apply for awards under this NOFO.

This program NOFO does support entities hiring interns or crews under the Public Lands Corps Act of 1993. The Public Lands Corps Act of 1993, 16 USC, Chapter 37, Subchapter II-Public

Lands Corps, is the only legislative authority that allows BLM to "hire" interns under this authority. Therefore, eligible Youth Conservation Corps may only apply for projects developed under NOFO 15.243 – BLM Youth Conservation Opportunities on Public Lands.

Additional Information

Executive Summary

The Headquarters Bureau of Land Management (BLM) offices have collaborated with Qualified Youth Corps, as authorized by the Public Lands Corps Act (PLC), to accomplish natural and cultural resource-focused projects for numerous years. This program's projects provide opportunities to gain work experience in public lands and natural resources management. Through their BLM experience, youth gain an appreciation for public lands, learn about natural resource management careers, and become the next generation of public lands stewards. The BLM Youth Program helps the agency accomplish projects across all program areas in support of the BLM's multiple-use mission. The BLM Youth Program partners with qualified youth corps through the Public Lands Corp (PLC) Program to engage individuals between the ages of 16 and 30 (inclusive) and veterans up to age 35 (inclusive), including tribal members. The PLC program mandates employing youth who are interested in working on natural and cultural resource projects that protect public lands.

Projects available under the PLC Program are developed in collaboration with the State Youth Program Lead and District/Field Office project coordinators. The projects emphasize hands-on engagement in on-the-ground projects, skill development training, and mentorship opportunities for participants. These projects create jobs that strengthen America's economy and foster relationships with youth corps organizations striving for balanced stewardship and use of public lands.

Proposed projects within this funding opportunity notice will support the goals of the PLC Program and may also incorporate the goals of the Indian Youth Service Corps Program through outreach to Indian tribes and tribal-serving youth corps organizations. Projects will include the following:

- Enhancement of recreation opportunities through trail building, maintenance and restoration, and other improvements to visitor and recreation facilities (e.g. kiosks, campgrounds, signage etc.).
- Monitoring riparian area vegetation and hydrological functions, collecting soil and stream data as well as timber stand improvement projects for wildlife habitat and overall forest health.
- Habitat restoration and wildlife protection, including reduction of invasive species, tree planting, fence removal/installation, riparian area restoration, etc.
- Development and implementation of natural and cultural resource stewardship plans or educational materials for visitors.
- Studies such as resource inventories, historic or archival research, archaeological excavation or stabilization, oral histories, historic preservation, habitat surveys, etc.
- Preservation of cultural resources, including historic structures.
- Seed collection for restoration of lands affected by natural disasters
- Reduction of wildfire risk to communities, watersheds, and other public land ecosystems.

- Production of materials and programs on natural, cultural, and/or paleontological resources, communication, education, and interpretation of natural and cultural resources.
- In-house projects, such as cartography, records management, realty or wildland fire support, must demonstrate a clear benefit to natural or cultural resources and include a field component of at least 120 hours.

Awarding Officer Contact Name

Chanda Brown

Awarding Officer Contact Phone

(414) 309-5663

Awarding Officer Email Address

chanda_brown@ios.doi.gov

Awarding Officer Email Description

chanda_brown@ios.doi.gov

Link to Additional Information

TOHONO O'ODHAM COMMUNITY COLLEGE

P.O. BOX 3129 • SELLS, ARIZONA 85634
PHONE: (520) 479-2300 • FAX: (520) 383-8403
www.tocc.edu

To: Tohono O'odham Community College Board of Trustees
From: O. Liz Zepeda, Interim Academic Dean
Subject: 2026-2027 Academic Catalog
Date: July 10, 2026

Background: The academic catalog requires updating every year to serve as a record of the next year's academic requirements and expectations.

Justification: Programs need to be kept current and policies change. Major changes include:

- AGEC Redesign (previously approved in February 2026)
- Three new courses were incorporated to strengthen program offerings and to align with transfer programs to 4-year institutions.
    - CIS 120
    - POS 251
    - SWU 185
- Department-specific edits and updates
- Minor edits for readability and spelling errors.

Action Requested: BOT approval of the 2026-2027 Tohono O'odham Community College Academic Catalog.

Recommendation: Approve this draft of the catalog to become the official 2026-2027 Tohono O'odham Community College Academic Catalog.

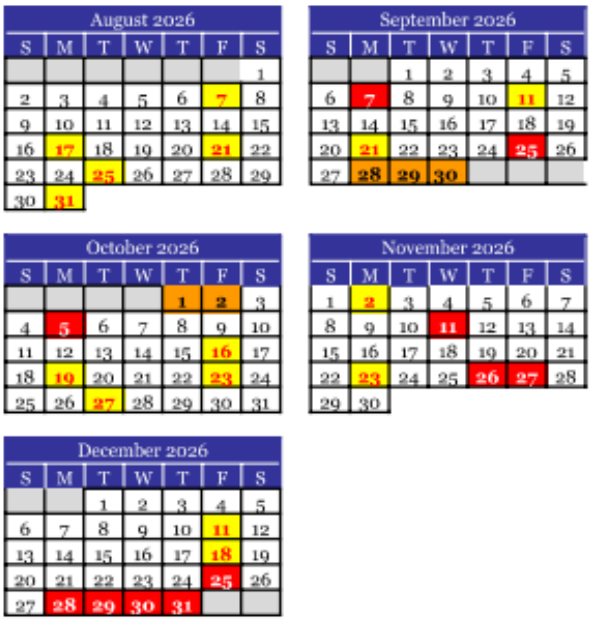
Tohono O'odham
Kekel Ha- Maṣcamakuḍ
College Catalog



2026-2027

Academic Calendar 2026-2027

Fall 2026 Term



August 2026						
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September 2026						
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October 2026						
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December 2026						
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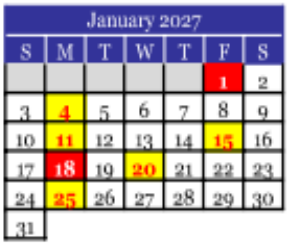
27	28	29	30	31		

Fall Semester 2026	
2026 Fall Admissions Deadline	Aug 7, 2026
First Day of Instruction	Aug 17, 2026
Registration (To add) Deadline	Aug 21, 2026
Drop/Full Refund Deadline	Aug 31, 2026
Labor Day - **College Closed**	**Sept 7, 2026**
2026 Fall Graduation Application Due	Sept 11, 2026
O'odham Tas - **College Closed**	**Sept 25, 2026**
Fall Break - **No Classes**	**Sept 28 - Oct 2, 2026**
45th Day Census	Sept 30, 2026
St. Francis Day - **College Closed**	**Oct 05, 2026**
2027 Spring Registration Begins	Oct 19, 2026
Withdrawal Deadline	Nov 2, 2026
Veteran's Day - **College Closed**	**Nov 11, 2026**
Thanksgiving Holiday - **College Closed**	**Nov 26, 2026**
Native American Heritage Day - **College Closed**	**Nov 27, 2026**
Last Day of Instruction	Dec 11, 2026
Final Grades Due	Dec 18, 2026
Winter Break - **College Closed**	**Dec 25, 2026 - Jan 1, 2027**

Fall 2026 8-Week Terms

Fall Semester 2026	
2026 Fall Admissions Deadline	Aug 7, 2026
1st 8 Week Subterm Begins	Aug 17, 2026
Registration (To add) Deadline	Aug 21, 2026
Drop/Full Refund Deadline	Aug 25, 2026
Withdrawal Deadline	Sept 21, 2026
1st 8 Week Subterm Ends	Oct 16, 2026
Final Grades Due	Oct 23, 2026
2nd 8 Week Subterm Begins	Oct 19, 2026
Registration (To add) Deadline	Oct 23, 2026
Drop/Full Refund Deadline	Oct 27, 2026
Withdrawal Deadline	Nov 23, 2026
2nd 8 Week Subterm Ends	Dec 11, 2026
Final Grades Due	Dec 18, 2026

Spring 2027 Term



January 2027						
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February 2027						
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April 2027						
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Spring Semester 2027	
2027 Spring Admissions Deadline	Jan 4, 2027
First Day of Instruction	Jan 11, 2027
Registration (To add) Deadline	Jan 15, 2027
Martin Luther King Jr.-**College Closed**	**Jan 18, 2027**
Drop/Full Refund Deadline	Jan 25, 2027
2027 Spring & Summer Graduation Application Due	Feb 5, 2027
President's Day - **College Closed**	**Feb 15, 2027**
45th Day Census	Mar 4, 2027
Spring Break - **No Classes**	**Mar 8-12, 2027**
2027 Summer & 2027 Fall Registration begins	Mar 15, 2027
Withdrawal Deadline	Mar 29, 2027
Last Day of Instruction	May 7, 2027
Final Grades Due	May 14, 2027
Spring 2027 Commencement	May 21, 2027

Spring 2027 8-Week Terms

Spring Semester 2027	
2027 Spring Admissions Deadline	Jan 4, 2027
1st 8 Week Subterm Begins	Jan 11, 2027
Registration (To add) Deadline	Jan 15, 2027
Drop/Full Refund Deadline	Jan 20, 2027
Withdrawal Deadline	Feb 16, 2027
1st 8 Week Subterm Ends	Mar 5, 2027
Final Grades Due	Mar 12, 2027
2nd 8 Week Subterm Begins	Mar 15, 2027
Registration (To add) Deadline	Mar 19, 2027
Drop/Full Refund Deadline	Mar 23, 2027
Withdrawal Deadline	Apr 19 2027
2nd 8 Week Subterm Ends	May 7, 2027
Final Grades Due	May 14, 2027

Summer 2027 Term



May 2027						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



June 2027						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



July 2027						
S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Summer Semester 2027	
Summer 8 Week Session	
2027 Summer Session Admissions Deadline	May 17, 2027
First Day of Instruction	May 24, 2027
Registration (To add) Deadline	May 28, 2027
Memorial Day - **College Closed**	**May 31, 2027**
Drop/Full Refund Deadline	Jun 2, 2027
Juneteeth Day - **College Closed**	**Jun 18, 2027**
Withdrawal Deadline	Jun 28, 2027
Independence Day - **College Closed**	**Jul 5, 2027**
Last Day of Instruction	Jul 16, 2027
Final Grades Due	Jul 23, 2027

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Introduction

This catalog provides information on the admissions process, financial aid, resources for students, programs, and courses. It is for information purposes only and does not constitute a contract.

The Tohono O'odham Community College Catalog is the official catalog for Tohono O'odham Community College for academic years 2025-2026. All information including statements on tuition, fees, course offerings, admissions and graduation requirements is subject to change without notice, obligation, or liability. The official online catalog can be found at the TOCC website (https://tocc.edu/) under the *Academics* tab.

College Contact Information

Tohono O'odham Community College (TOCC)

PO Box 3129 (USPS)

Highway 86, Milepost 125.5 North (UPS/FedEx)

Sells, Arizona 85634

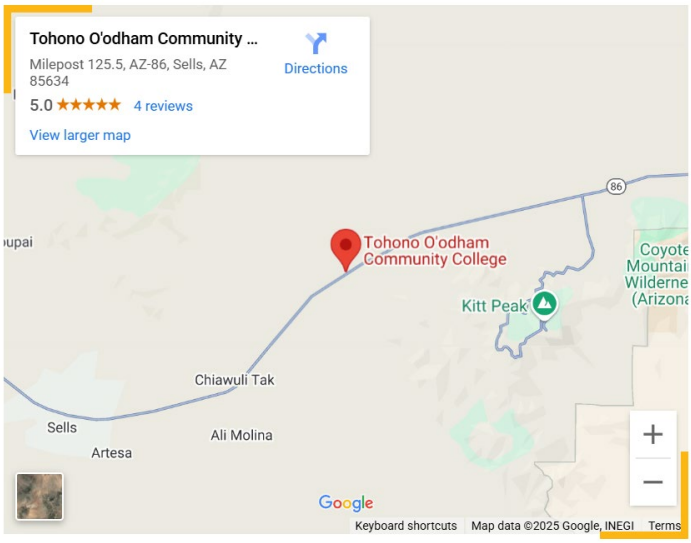
Tel: (520) 479-2300

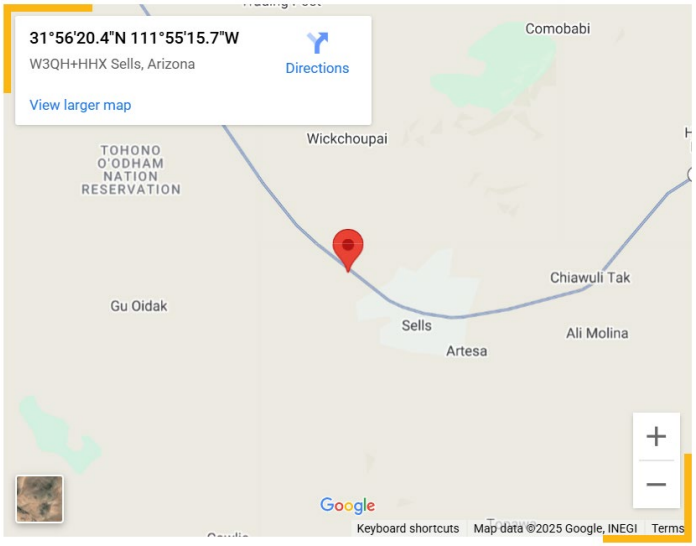
Fax: (520) 383-8403

Campus Locations

Tohono O'odham Community College
S-cuk Du'ag Maṣcamakuḍ
Black Mountain Site – Main Campus

S-cuk Du'ag Maṣcamakuḍ
Arizona Highway 86, Milepost 125.5 N. Please look out for the TOCC campus signs.
520-479-2300





Tohono O'odham Community College
Wiṣag Koṣ Maṣcamakuḍ
Hawk's Nest Site -West Campus

Wiṣag Koṣ Maṣcamakuḍ

Mile Marker 111 on Highway 86, just west of Sells, Arizona at the former Tohono O'odham Career Center

520-479-3202

Tohono O'odham Community College
S-Ki:kig Maṣcama Ki:
Many Houses Site – the Phoenix Center

S-Ki:kig Maṣcama Ki:

4041 N Central Ave, Bldg B Phoenix AZ 85012

480-590-3447



History, Vision, Mission, and Goals

TOCC was chartered in 1998 by the Tohono O'odham Nation. The College was accredited in 2005 by the Higher Learning Commission and has since maintained accreditation. All academic classes were held on the TOCC Komckuḍ E-Wa:'osidk Maṣcamakuḍ (Central Campus) in Sells until 2013 when Education and Student Services moved to the new S-cuk Du'ag Maṣcamakud (Main Campus) in the Schuk Toak District, which now houses the majority of academic classes. The Apprenticeship program, Building and Construction Trades program, GED, Land Grant Office, and several grant programs are located on the Wiṣag Koṣ Maṣcamakuḍ (West Campus) in Sells. The S-ki:kig Maṣcama Ki: - Many Houses Site is located in Phoenix. In addition, San Carlos Apache College, located in San Carlos, Arizona, is also a site of TOCC and will be part of the College until it achieves its own separate accreditation.



TOCC Vision

To become the Tohono O'odham Nation's center for higher education, and to enhance the Nation's participation in the local, state, national, and global communities.

TOCC Mission

As an accredited and land grant institution, TOCC's mission is to enhance our unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services. These services will include research opportunities and programs that address academic, life, and development skills.

TOCC Goals

1. To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.
2. To include O'odham Elders as primary resources, instructors, advisors, and counselors as a means of reinforcing Tohono O'odham Himdag.
3. To recruit highly qualified faculty and staff who are dedicated to the art of teaching, advising and service specifically to the Tohono O'odham Community.
4. To ensure the integration of appropriate Tohono O'odham Himdag in the physical environment, curriculum, and processes of the College.
5. To ensure that curricular offerings are relevant to the needs of individuals and communities in fundamental skills, i.e., general reading, writing and math skills.
6. To establish a technology core that will enable the students and the broader community to meet the challenges of the future.

T-Ṣo: ṣon –Our Core

T-Wohocudadag (Our Beliefs)

We believe that T-Wohocudadag provides balance, strengthens us and helps us respect ourselves, other people, and cultures.

T-Apedag (Our Well-Being)

We believe that T-Apedag is inclusive of what is healthy and good for us (physically, spiritually, emotionally, and mentally), and for all that is around us.

T-Pi:k Elida (Our Deepest Respect)

We believe that T-Pi:k Elida is a deep sense of respect for the land, your surroundings, the people, things upon the land, and also for your own self and your life.

I-We:mta (Working Together)

We believe that I-We:mta is crucial for the success of the College, and includes sharing, working together, and giving back to the community.



Photo Credit: Evan Thomas

The President Welcomes Students to TOCC



Dear Students,

S-ke:g Taṣ to you. It is my honor to welcome you to Tohono O'odham Kekel Ha-Maṣcamakuḍ (TOCC) and the 2026-2027 Catalog. The following pages will be your guide as you progress on your educational journey with us. I hope you bookmark this publication and return to it often for "just in time" help and support along the way.

What do you want to know?

- How do I apply for admissions and receive TOCC's tuition waiver? It's here! Go see Admission Policy page.
- Can I receive financial aid, and how do I get help with living expenses? It's here! Go to the Financial Aid page.
- What programs can I study at TOCC? That information is here too! Go to Chapter 5, Degrees and Certificates.
- Who can help me pick my class schedule and register for courses (hint: you want to see an Advisor!)? Or, what kinds of services does TOCC provide to help me succeed (hint: Tutoring and Student Success Coaches)? We've got that valuable information gathered for you here also. Especially check out the Student Services pages for how we support your success.

Whether you want to start your higher education at TOCC and transfer to a university, or you are seeking a degree that helps you enter straight into the workforce, you are in the right place. The word "education" means "to lead out" or "to bring forth" – the faculty, staff, and the other students attending TOCC form a community to support you as you journey from darkness into light. We are always here to answer any questions you may have, and to offer you support whenever the need arises.

We look forward to the day when you walk across the TOCC stage at graduation to recognize and celebrate you for earning your badge, micro-credential, certificate, and/or your degree. The adventure of higher education awaits. Most importa ntly, you are not alone on your educational pathway. We are here to serve and support you along the way. If you have questions, we will guide you with helpful answers and resources. And whenever the journey gets hard, or you encounter an obstacle that prevents you from continuing along the way, we can help you clear the way ahead. Always remember that while we are part of your support system, none of us can walk the trail for you; that path is only for you to take. Each of us who works here at TOCC are rooting for you to succeed. We do not succeed until you've earned your academic achievements and success.

By exploring this catalog, you have taken an important – and necessary – step towards your future success. Well done! And when you enroll in your first classes at TOCC, I can attest to you the wisdom of your choice to become a part of our TOCC community, and family. Once a Jegos, always a Jegos!

S-ape 'o,

Stephen Schoonmaker

Stephen Schoonmaker, Ed.D.
President, Tohono O'odham Community College

Welcome from the Board of Trustees

We:sicj ac si s-ape has t-elid mamt hab e-ju: k ‘ia ha’ap dada k ia o i-ṣonc o ia amjeḍ ba’ic o i-himc g e-maṣcamdag i:ya id ‘eda Kekel Ha-Maṣcamakuḍ, Tohono O’odham Community College. B ‘ac t-elid mamt ge’e o bei g s-ke:g ha’icu macig ‘i:ya.

We are all honored that you all have chosen to be here to begin or to continue your education at Tohono O’odham Community College (TOCC). We believe that you will gain a wealth of knowledge from being here.

The Board of Trustees welcomes you to TOCC. We strive to make our campus a campus for the whole O’odham community and for all who have chosen to come here. We are committed to promoting a learning community and an environment that helps all students meet their academic dreams and goals.

Whether you are pursuing a degree, taking pre-college classes, participating in courses for personal development or preparing to transfer to a four-year institution, we can help you achieve your goals.

We sincerely hope that while you are here you will take full advantage of all the academic services as well as the social experiences TOCC has to offer. We believe that education is not just in the classroom but in the whole environment of the college and the Tohono O’odham community. In the spirit of the motto of TOCC, Ñia, ‘Oya G T-taccui ‘Am Hab E-ju:, we know that your dreams too will be fulfilled here at Tohono O’odham Community College.

Sincerely,



Ofelia Zepeda, Ph.D.

Chair, TOCC Board of Trustees

Accreditation



https://www.hlcommission.org/

Accreditation

In February 2005, Tohono O'odham Community College (TOCC) was awarded accreditation by the Higher Learning Commission (HLC) of the North Central Association. Accreditation ensures that TOCC courses will transfer to other institutions of higher education and acknowledges that TOCC offers quality education programs and provides a system for accountability and continuous improvement. TOCC received continued accreditation for five years from the HLC in May 2021.

TOCC is also a member of Arizona Transfer (AZTransfer), the Arizona General Education Curriculum network, which coordinates Arizona public university and community college course content to ensure credit transfer among them. For more information on Arizona public higher education, transfer and accreditation, see www.aztransfer.com/home

San Carlos Apache College

In 2017 San Carlos Apache College (SCAC) was approved by the Higher Learning Commission to be recognized as a Tohono O'odham Community College (TOCC) site. SCAC was then given permission to offer courses at the college in San Carlos, Arizona. TOCC will support the site until SCAC is accredited independently.

Tohono O'odham Himdag



Tohono O'odham Himdag

The Tohono O'odham Himdag is the culture, way of life, and values that are uniquely held by the Tohono O'odham. Tohono O'odham Community College is committed to encouraging and preserving the Himdag for its students and transmitting the knowledge and values of Himdag to future generations.

Weaving Curriculum into Himdag

Throughout its curriculum, TOCC takes steps to encourage growth of students' cultural knowledge and to transmit learning in a way that respects the Tohono O'odham Himdag. For example, class projects may involve interaction with elders; lectures often include examples from the land and society of the Tohono O'odham; degree programs are developed with the needs of the Tohono O'odham Nation in mind; and the College meets frequently with groups from the community to listen and share plans for the future.

Himdag Requirement

TOCC requires all students, as well as all regular employees, to pass the three-credit HIS 122 Tohono O'odham History and Culture course and a full four-credit Tohono O'odham Language course (THO 101 or THO 106).

Chapter 1: Getting Started

Mastering the Basics of the College Experience



Photo Credit: Wendi Cline

To get off to a good start, students should become familiar with the basic terms, rules, and regulations that apply during their college experience.

Frequently Asked Questions (FAQ)

What is a "grade" and why is it important?

A grade is a mark that the student earns by taking a class. According to established criteria in the course syllabus, the instructor calculates the number of points accumulated in class and assigns a grade. The grade goes on the student's transcript and becomes part of a permanent record.

What is a "transcript" and how can a student get a copy?

A transcript is a record of the grades a student earns during their time in college. Each semester, instructors submit grades to the Registrar at TOCC, and they are then put on the student's transcript. A student can get a copy of their transcript from the Student Services division in I-We:mta Ki: on the S-cuk Du'ag Maṣcamakuḍ (Main Campus) or by obtaining and completing a form available from the Admissions Office (admissions@tocc.edu) .

What is a "semester?"

A semester refers to the cycle of time wherein classes are taught. The semester length at TOCC is 16 weeks. There are two regular semesters in a year, Fall and Spring, and two 8-week sessions within each regular semester. Summer sessions are much shorter, running around 8 weeks in length. Classes taken during Summer sessions earn credits as in a regular semester.

What is a "credit?"

TOCC assigns academic value for its courses using the Carnegie Unit or "credit" as a measure. A Carnegie Unit or credit is the equivalent of 50 minutes of class time (often called a contact hour) and 120 minutes of independent-study work (such as homework and study time) per week. One credit hour requires at least 45 hours of work by ea ch student for each unit of credit per term. For regular classes without labs or studios, this means 15 contact hours plus 30 hours of independent-study work per term. Another way to look at this is that for a 3 credit hour class, you are expected to spend 50 minutes in class time and 2 hours of homework and study per week. If the class is a 3 credit hour online course, you are expected to spend 9 hours per week working on your class. A credit assigns a value to a course taken during a semester. Most courses are either 3 or 4 credits. A student needs to be enrolled in a minimum of 12 credits in a semester to be considered a full-time student at TOCC.

What is a "Grade Point Average" or GPA?

The grade point average or GPA is a combination of credits (also called credit hours) a student earns and the grades received for those credits.

How is GPA calculated?

GPA equals the sum of the number of credits per class, multiplied by the points awarded for each class, divided by the number of credits. These calculations are done each semester and they are summed up

for all semesters enrolled at TOCC. The GPA for all of the courses taken while at TOCC is called the Cumulative GPA. Some grades, like T for transfer, are not used in the calculation of the GPA. A detailed explanation of how to calculate GPA can be found in Appendix A.

Full-time or part-time student status?

A student is classified as a full-time student if they are enrolled for 12 or more credit hours in the Fall or Spring semester or for 6 or more credit hours in a Summer session. A student is classified as a part-time student if they are enrolled for 6-11 credit hours in the Fall or Spring semester.

Freshman or sophomore classification?

A student is a freshman if they have earned fewer than 30 credit hours. A student becomes a sophomore once the student earns 30 or more credit hours.

Can courses be repeated for credit?

If a course is repeated, all records of the course, including the grades, will appear on a student's transcript. However, **the highest grade earned** between the original and the repeated course will be used to compute the cumulative grade point average. Students can repeat a course only twice in their entire TOCC career.

Can credits earned at other colleges and universities be transferred to TOCC?

If courses were taken at another college or university, the student must submit an official transcript to determine if its credits will transfer to TOCC. TOCC will evaluate the transcript to determine which course credits will be accepted for transfer. Courses with a 100 or higher prefix for which a C or higher grade was earned may transfer. General Education credits do not generally have a time limit to be accepted for transfer, with the exception of technology-based courses, such as computer courses. Core courses, if accepted for transfer, must be a maximum of 8 years old. If transferred, they are entered on the TOCC transcript with a grade of "TR."

When can a program be declared in order to be eligible to graduate from it?

Students are required to declare a program during the first semester at TOCC because program selection can impact financial aid eligibility. It is also important to declare a program of study early in the academic career to help establish a pathway that will be helpful to clarify academic goals. However, if the student wants to move to a different program, declaration of a program must happen at least one semester before graduation. **In order to graduate from a program, a student must declare the program the semester *before* the intended graduation semester**.

How many programs can a student enroll in concurrently?

A student can be enrolled in only two programs concurrently. To be able to move to a different program, the student must close one of the programs before a different one can be added. Consult with an advisor or with the Admissions department for more information.

When should I submit my application for graduation?

Applications for graduations are due **the semester before the intended graduation date.** That is, if a student graduates:

- In Spring – application for graduation is due on February 5 of the spring semester.

- Fall – application for graduation is due on September 11 of the fall semester.

Who can participate in the commencement (graduation) ceremony?

Only students who have completed **all requirements** identified in the program of study can participate in the graduation ceremony.

Admissions Policies



Tohono O'odham Community College (TOCC) is an open-enrollment institution. That means any person, native or non-native, who meets the criteria listed below is eligible for enrollment at the College. While TOCC students are primarily residents of the Tohono O'odham Nation, many come from other tribal nations in Arizona and other states.

Eligibility for admission is established by meeting one of the following criteria. The student:

- Has an earned high school diploma; or
- A General Education Diploma (GED) Certificate; or
- Is a transfer student from an accredited college or university; or
- Is a student currently attending another higher education institution; or
- Is dually enrolled; or
- Is a current high school student under age 16 who has received permission from the high school and parents or legal guardian; or
- Is an individual age 16 or over who wants to take college classes for credit for the purposes of College Credit Pathway, Dual Concurrent Enrollment (the individual will not be eligible for Pell grant funding without completion of high school or GED).

Full-Time and Part-Time Status

Students who enroll for 12 or more credits during the Fall or Spring semesters are full-time students while those taking fewer than 12 are part-time students.

Students who enroll for 6 or more credits during the Summer term are full-time students, while those taking fewer than 6 are part-time students.

A student taking classes for personal interest are non-degree seeking students. Students and community members are welcome to take courses for personal interest.

TOCC Admission Categories

- Regular degree-seeking: Any student working towards a degree, certificate, or completion of other program.
- Dual enrollment: High school students who are taking TOCC classes for credit earned at both TOCC and their high school.
- Special admissions.
- Underage student admissions: For students 16 years of age or younger.
- Personal interest.

Regular Admissions

A regular student is one who is a high school graduate or GED recipient and who is working toward the completion of a certificate or degree.

Cases for Special Admissions

- A student who is not a high school graduate or a GED recipient and who is enrolling in credit courses and/or programs;
- A student who is enrolled in courses that do not lead to the completion of a certificate and/or degree; or,
- A student who is less than 16 years of age.

Underage Student Admissions

An underage student is any student who is 16 years of age or younger. Provided TOCC's General Parameters for Underage Admission have been met, underage students will not be denied admission to TOCC for any of the following reasons: (1) age, (2) lack of high school diploma, (3) lack of high school certificate or equivalency or (4) school grades. Additionally, underage students will not be denied admission due to lack of permission from school officials, or lack of concurrent enrollment in a public or private school.

Admission to TOCC does not guarantee admission to a specific degree program or to all courses offered by TOCC. For a copy of TOCC's General Parameters for Underage Admission, please contact the Registrar or visit our website to obtain a copy. The Dean of Student Services or designee will meet with underage students and a parent or legal guardian to explain college-wide policies, code of conduct, and procedures of special admission for underage students.

Application Period

Applications for admission to TOCC are accepted throughout the year, although there is a deadline to apply to be admitted for each semester (please consult the Academic Calendar for dates). That is, you can submit your application at any time during the year but, in the event that you missed the semester's deadline, you will be admitted in the following semester. There is no application fee. You can find the online application at https://tocc.edu/admissions/.

TOCC Admissions – Documents Required for students

1. Proof of High School Completion. Submit **one** of the following:
    a. Official High School Transcripts with Graduation Date indicated OR
    b. Official GED Transcripts with Graduation Date indicated
    c. If you have earned a college degree, we can accept an Official College Transcript with the indicated Major and Graduation Date (Conferred Date) in lieu of the above documents.
2. Photo ID and provide the following:
    a. If a Native American Student, submit **one** of the following
        i. Tribal ID or Card
        ii. Certificate on Indian Blood (CIB) AND State issued ID or Driver's License
    b. If a Non-Native American Student (or Non-Enrolled Native Student), submit the following:

   i. Driver's License or State Issued ID
   ii. Proof of High School completion or equivalent as indicated in #1 above.
3. If degree seeking AND have earned credits at another College, submit an Official Transcript from previous colleges attended.

How and where to submit your documents:

ALL transcripts must be sealed and sent directly from the institution to be considered official. Any opened or unsealed transcripts submitted will be considered unofficial. If e-transcript services are available, please submit them to admissions@tocc.edu. Otherwise, the transcript must be mailed to the address below.

Tohono O'odham Community College
Attn: Office of Admissions & Records
P.O. Box 3129
Sells, AZ 85634

In order to register for classes, document(s) listed above must be submitted. There are the following exceptions to register for classes:

- If you are 16 or above and did not attend high school or college, you only need to submit documents in #2 above.
- If you attended another college, you must submit your college transcript if you want the courses you took to be evaluated for transfer to TOCC.
- Students who do not submit the documents required under sections 1 and 2 above, if applicable, will not be issued Official TOCC Transcripts and will not be able to register for future semesters until the documents are submitted.
- Additional note: If none of the bullets above fits your situation, please email admissions@tocc.edu and we will work with you to find a solution.

Getting Started at TOCC

Student Orientation

Orientation is designed to help students succeed in college and to get acquainted with TOCC personnel, learn about student resources, and ask questions. Each session will feature different departments, resources, and staff to prepare you for the upcoming semester.Orientation schedules are published each semester on the TOCC website (https://www.tocc.edu/new-student-orientation) and may be obtained from Admissions Office. Orientations are offered before the start of each semester.

Student Identification Number and Student ID Cards

Each student admitted to TOCC is issued an assigned Student Identification Number. This number is tied to the student's record at TOCC and appears on the student's identification card. A Student Identification Card can be requested through the Library and also acts as a library card. Student ID cards are obtained in the Library in the I-We:mta Ki: building on S-cuk Du'ag Maṣcamakuḍ (Main Campus). Evening, online, or weekend students who do not regularly come to campus should contact the College at (520) 479-2300 in order to obtain an I.D. card.

Meet with an Advisor

Meeting with an advisor before the beginning of the first semester is very important to ensure that every course taken will lead toward the desired degree. Students should plan to spend approximately 30 minutes with the advisor for the first advising session. In the advising meeting, a graduation plan will be developed. An advisor can help:

- Discuss the different programs TOCC offers
- Choose a program of study
- Understand program requirements and create a path progression plan
- Consult on potential transfer transcript evaulations
- Learn about post TOCC transfer opportunities
- Connect with support services

After that, no later than the end of their first term of enrollment, students should meet with their academic advisor to review their prior academic history, review program requirements, and consider recommendations specific to the selected program major. Students can schedule an advising appointment by emailing advising@tocc.edu or they may request an over the phone advising session if they are unable to meet during college hours of operation. Students may also speak with faculty and other staff members about their programs of study. If the Academic Advisor is unavailable for advising, a faculty member may be available. Students who are taking courses for personal enrichment/interest or professional development do not need to meet with an advisor.

New and Current TOCC Students Registration

Online registration is available for new and continuing TOCC students on the TOCC web site. For alternative forms of registration, contact a Student Support Specialist at (520) 479-2300. To Register Online:

1. Go to www.tocc.edu
2. Click on “My TOCC Portal” in the top right corner of the page.
3. Enter your Student Email and Password (If you do not know your username or password, contact IT)
4. Click on “Current Students”
5. Click “Course Search” at the bottom of the page
6. In the “Term” drop down box, select the semester you want to register for
7. Click “Search” (All open classes for the selected term will appear)
8. Click on the “Add” box next to the class you want to register for
9. Click on the “Add Courses” box at the bottom of the page
10. Your class schedule will appear

If you have questions, or need assistance with course selection, please contact the Advising Team at advising@tocc.edu

If you have issues registering online, contact the Admissions Office at admissions@tocc.edu or (520) 479-2305.

Schedule of Classes

In addition to the TOCC College Catalog, one of the main documents students will need during their college career is the Schedule of Classes. Schedules are published before the registration period for the Fall and Spring semesters and Summer session. The Schedule of Classes contains a list of courses being

offered, with the dates, times, and locations of each class section. A copy can be obtained online at https://tocc.edu.

Declaring a Program of Study

Students should declare a program of study (a major) when applying for admission and should make sure it is listed correctly on their records. Students will need to submit a program declaration form obtained from the Admissions Office. **The deadline to declare a program of study is the end of the first semester at TOCC (excluding summer sessions)**. *Students who do not declare a program of study by the deadline may have a hold placed in their account that will require a meeting with an advisor*. An advisor is available to help students choose the right program of study. The program of study can affect financial aid or veteran's benefits. Students may change their program *only once in a given semester, and it must happen in-between semesters*. If you submit a change of program during the semester, the change will be processed after the end of the term, that is, in-between semesters. Students can only declare two programs of study concurrently at any given time during their tenure as a student.

Maximum Credit Hours

Students can enroll for a maximum of 18 credit hours in Fall and Spring semesters and for a maximum of nine credit hours during Summer sessions. Students who wish to register for more than 18 credit hours must complete a form and obtain approval from the TOCC Academic Dean. Forms are available from the Student Services Office.

Course Prerequisites

Before enrolling for specific courses, the student may be required to have previous education, knowledge, or skills known as prerequisites. In order to enroll in such classes at TOCC, students must meet course and program prerequisites (consult Course Descriptions later in this document to learn if a course has prerequisites); otherwise, they must receive approval for an exemption by the instructor's signature on the Registration Transaction Form (RTF). If it is determined by the instructor that a student does not have the proper prerequisites for the class, the instructor may withdraw the student from the course after notifying the student and directing him or her to the prerequisite courses.

Transfer of Credits

TOCC policy for transfer of academic credits from post-secondary institutions to TOCC is: Transfer students are defined as having previously attended another accredited university or community college and have earned college credit. In order for other classes at another college or university to be approved for credit at TOCC, existing official transcripts must be evaluated to determine if they will meet TOCC transfer requirements. In order to determine whether a students' courses can be approved for credit, the student must request that official transcripts from their previously attended institution(s) be sent directly to the TOCC Registrar. Once TOCC receives the official transcript(s) from previously attended institution(s), the transcript(s) will be evaluated within one month, and the student will be notified of the results. Credit evaluation will be completed by an Academic Advisor. Courses in which the student has an earned a grade of "C" or higher in coursework that is college-level (not developmental) may transfer. All **major specific coursework** for transfer consideration must have been completed within the last eight years. There is no defined expiration date for non-major coursework and thus all previous coursework can be considered for transfer. However, in disciplines where there have been many substantive changes in the field in recent years (e.g. computer science, communications, etc.), courses older than five years may be denied transfer at the discretion of the Dean of Academics. In rare

instances, transfer decisions may therefore be reversed because of changes to the selected degree requirements. Changes in major will be approved between semesters to allow time for this review. A maximum of 75% of credits from accredited institutions can be accepted toward the certificate or degree; i.e., 25% of the credits that count toward a certificate or degree must be taken at TOCC.

TOCC may accept course credits from colleges and schools accredited by any of the following:

- Middle States Association of Colleges and Secondary Schools
- New England Association of Colleges and Schools, Inc.
- Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Transfer coursework is identified by Credit Type as T (Transfer) followed by the grade transferred earned that may be an A, B, or C. The computation of GPA is not included for transfer coursework. In cases where the previous college has quarter credits, the credits will be converted to semester credits using generally accepted academic principles. If a transfer student is not satisfied with the results of the TOCC evaluation of the transfer request, the student may appeal to the Academic Dean; the appeal must be in writing. The Academic Dean will review the appeal and make a final determination. The student will be notified of the result of the appeal, and a copy of the final decision will be placed in the student's file. San Carlos Apache College (SCAC) has authority to evaluate transcripts in accordance with this policy. No SCAC representative or TOCC representative other than TOCC's Dean of Academics has the authority to approve appeals or exclusion of non-major coursework.

Prior Credit Evaluation:

The Tohono O'odham Community College recognizes that students may have documentable knowledge and learning acquired outside of TOCC classrooms. Students can demonstrate their knowledge through examinations that are equivalent to the required competencies and learning in a TOCC course.

Exams accepted at TOCC as evidence of prior learning.

TOCC accepts specific standardized test results as evidence of prior learning. These are:

- CLEP: The College Level Examination Program - CLEP Website
- AP: Advanced Placement - AP Website
- IB: International Baccalaureate - IB Website
- CIE: Cambridge International Exams - CIE Website
- Special examination for credit (e.g., Tohono O'odham Language fluency may be established by examination)

Applicability of Equivalency Examination Credits.

Credits awarded through TOCC equivalency examinations may be used to count towards the student's degree program including general education, program core, and elective requirements. For the purposes of computing credit hours earned towards completing a degree program, credits awarded through equivalency examinations are treated the same as credits earned by completing courses at TOCC.

Academic Status of Credits Earned by Equivalency Examination.

- All credits earned by equivalency will have academic value and count toward the total required for graduation and, if applicable, fulfill prerequisite requirements for advanced courses.
- Credit earned by equivalency examination will not be counted as part of the student's grade point average.
- Credits earned by equivalency examination will not be counted as part of the student's course load.
- Equivalency examination credit documentation will be stored in the Registrar Office and credit will be posted to the student's transcript.

Restrictions

- The maximum credit which a student may earn by any form of examination is 30 credits for an Associate Degree and 15 credits for a Certificate Degree.
- No student will be permitted to attempt to receive credit by examination for a particular course more than once.
- No student who has received a final grade in a course or an "Incomplete" may earn credit by examination for the course on said course.
- No student who is auditing a course at Tohono O'odham Community College or has audited a course at Tohono O'odham Community College may receive credit by examination for the same course.
- No student who has withdrawn from a course at Tohono O'odham Community College may earn credit for the course by examination in the same semester.
- Credit by examination may or may not transfer to other colleges or universities.

Accepted Scores

The Tohono O'odham Community College will award credit by examination only for certain scores on each exam. The determination will be based on the AZ Transfer Exam Equivalency Guide, which can be reviewed at AzTransfer.com.

Financial Aid

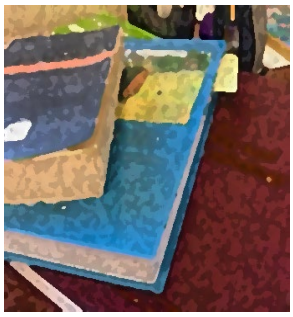
TOCC's Financial Aid Office is the key to accessing a range of financial assistance opportunities. Visit the Financial Aid Office in I-We:mta Ki: at the S-cuk Du'ag Maṣcamakuḍ (Main Campus) to learn about the Free Application for Federal Student Aid (FAFSA), Pell Grants, Federal Student Educational Opportunity Grants, Federal Work Study, American Indian College Fund scholarships, and others. The Financial Aid Office has a list of scholarships that are available for you and will also assist you in filling out the scholarship forms. Many students will find that they are eligible for Pell grants that often cover the entire cost of tuition, fees, and books. The FAFSA form, required to be completed to apply for any federal funding or American Indian College Fund scholarships, is available online at **www.FAFSA.ed.gov** and at the Financial Aid Office. **TOCC's school code number for FAFSA applications is 037844**.
NOTE: TOCC does not offer Student Loans.

For more information, contact the TOCC Financial Aid Office at (520) 479-2300 and see details in Chapter 3.

TOCC Bookstore

The TOCC Bookstore stocks textbooks for college courses, as well as school supplies, TOCC memorabilia, local souvenirs, and a small collection of everyday necessities. Students should check with their instructors and on the course syllabus for the required textbooks and materials needed for classes.

Accepted Forms of Payment



TOCC accepts cash, personal checks, credit cards, money orders, traveler's checks, cashier's checks, and third-party payer purchase orders or checks. TOCC will not accept counter checks (checks printed without a name or address), second-party checks, out of country checks, or postdated checks. Nonsufficient funds payments are subject to a $25.00 penalty.

The TOCC Bookstore accepts payment for textbooks in cash, credit card, or by presentation of a third-party guarantee. Examples of third-party guarantees include:

- Pell award list of students provided by Financial Aid
- An original purchase order
- A copy of a purchase order that has already been sent to TOCC's Finance Office
- A signed letter from an employer

Refunds will be given only for textbooks returned in their original condition. For more information, visit the Bookstore on campus or call (520) 479-2300. If payment is by third-party payer, it is the student's responsibility to bring the purchase order or check to the Bookstore by the payment deadline, or to make arrangements for the payment to reach the Bookstore prior to the payment deadline. For additional information on how to do this, contact the Bookstore. Payment may be made in person at the Bookstore. If paying by check, a picture ID is required. Payments may be mailed to the Finance Office at TOCC Finance Office, PO Box 3129, Sells, AZ 85634. **Note: Do not mail cash**.

Tuition, Books, and Fees

Financial transactions are made through the TOCC Bookstore, or TOCC's Finance Office. A description of the process is on the following pages of this catalog.

Tuition at TOCC is $36.00 per credit hour for non-Natives and is waived for all Native students with proof of enrollment in a federally recognized tribe. Tuition, fees, and attendance costs are listed in this Catalog for 2025-2026 academic year but may be subject to change.

Payment Due Date

Tuition, books, and fees must be paid before the first day of classes each semester, unless one of the third-party guarantees is presented. If you are unable to make your payment in full by the first day of classes, you may request to be put on a payment plan at the bookstore. Payment plans are only for the cost of tuition and fees and books.

Tables of Tuition and Fees

Note: All tuition, fees, books, housing, and other costs are for the current academic year only, and subject to change in future years.

- **Currently, tuition is waived for Native American students from Federally recognized tribes who can provide proof of enrollment. Non-native tuition is $36.00 dollars per credit hour.**
- **All Fees are waived until indicated otherwise.**

Note: GED test fees are paid for GED students by TOCC.

Student Housing Fees

Suite Room Fee (per semester)	$1,200.00
Summer Room Fee (5-week Summer Session)	$275.00
Summer Room Fee (8-week Summer Session)	$550.00
Damage Deposit	$150.00
Key Deposit	$40.00
Background Process Fee	$40.00
Deposits are refundable if the room is clean and undamaged and the key is returned.	

Other Costs and Payments

Past-Due Tuition	Amount of Tuition Due
Past-Due Book Loan	Amount of Loan
Fee for Late Tuition or Late Repayment of Book Loan	$25.00 - $100.00 5% of balance: minimum of $25.00, maximum of $100.00 (per occurrence)
Non-sufficient Funds (NSF) Payment Fee	$25 (per occurrence)
Excessive Loss or Breakage	Replacement cost
Lost Library Item	Replacement cost Plus $10 processing fee
College Equipment Not Returned	Replacement cost Plus $10 processing fee

Account Holds

If an outstanding debt is owed to TOCC from a previous term, student records and account will be placed on hold. A student may register for the current term provided that the debt is paid, or arrangements are made with the Finance Office. To release a hold, payments must be made in cash, by check, or by credit card prior to registration. Payments by check require 15 working days before a hold can be released. Some reasons for holds and the amounts needed to clear them are shown in the following table. This is not a complete list of possible holds. Rates are subject to change.

Reasons for Financial Holds

Reason for Hold	**Amount to Clear Hold**
Past Due Tuition	Amount of tuition
Past Due Book Loan	Amount of loan
Non-Sufficient Funds Payment Fee (each NSF)	Amount of fee

Lost Library Books or iPad	Amount of replacement cost plus $10 processing
Late Fees	Amount of late fees

Refund Due to Class Cancellation

If the College cancels a class, all applicable tuition and fees will be refunded if another course is not chosen. If the student is receiving federal financial assistance, the refund will be paid back directly to the sponsoring program, as required under federal guidelines. Course materials may be returned to the Bookstore for a full refund if the books and or other materials or software are in original condition.

Semester Tuition and Fees Refund Deadlines

To be eligible for a full refund of tuition the course must be dropped by the drop/full refund deadline that applies to the course. The "Drop Full/Refund Deadline" is listed on the Academic Calendar, which can be found at the beginning of this catalog or on TOCC's homepage, www.tocc.edu under the Academics tab. Refunds for tuition and fees are generally processed as a check, which is usually mailed within five working days after the refund request is processed. Any outstanding debts owed to the College may be deducted from the refund. The Registration Processing Fee of $10.00 is non-refundable but it is being waived until further notice.

If the course is dropped after the drop/full refund deadline, a student may be eligible for a partial refund of tuition, as shown in the Refund Rates table.

Refund Rates

Timing of Withdrawal	Percentage of Tuition To Be Refunded
By the drop/full refund date	100%
Between drop/full refund date and withdrawal deadline	67%
After withdrawal deadline	0%

Special Provisions Refunds

If unforeseen circumstances force a student to totally withdraw from the College after the drop/full refund deadline, a partial refund of paid tuition may be requested, less any applicable fees, provided the circumstances meet one of these five special criteria:

- **Serious Illness or Injury:** Provide a written statement from a physician verifying that the illness or injury prevents the student from attending classes.
- **Death of a Family Member:** Provide a copy of the death certificate. The College defines family members as spouses, children, parents, siblings, grandparents, grandchildren, or in-laws of the student requesting the refund.
- **Military Transfer:** Provide a copy of transfer orders. The orders must verify that the transfer was unforeseen prior to the official semester drop dates.
- **Cultural Requirements:** TOCC recognizes the importance of the Native American cultural and religious practices of its students. The College may grant a special provision for students who participate in activities required by cultural or religious circumstances or practices.

- **Other Situations:** In the event of extenuating circumstances not covered above, the College President or designee will review and rule on any special requests. A Special Provisions Refund Request must be made during the same semester that the withdrawal occurs. Only tuition may be refunded. Fees will not be refunded. Requests for refunds made after the semester has ended will not be granted. If the refund request is approved, the amount will be calculated based on the date of the last withdrawn class, as shown in the Refund Rates table. For additional information and to submit a Special Provisions Refund Request, contact the Admissions Office.

Use of Social Security Numbers

All students who are United States citizens, resident aliens, or non-citizens who have been issued a Social Security Number are required to provide the Social Security Number (SSN) on the Application for Admission, on all local, state, or federal student financial aid applications and forms, and on any forms required for TOCC employees. The SSN is used to match current and future records with any past records in order to ensure that students receive full academic credit for all work. The SSN is also required for reporting tax credit information to the federal government and for financial aid information. Social Security Numbers are not used as Student Identification Numbers.

Third Party Transactions

Students who wish to have a parent, spouse, friend, or other third party complete any transactions, such as registration, which affect their educational records, must provide the third party with the following: 1) the student's photo I.D.; 2) a statement describing the transaction and granting the third party permission for the student; and, 3) the student's signature and the date on the statement.

Privacy of Student Records and Family Educational Rights and Privacy Act (FERPA)

TOCC complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. This act was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with this Act. Contact the TOCC Admissions and Records Office at (520) 479-2300 for more information.

TOCC designates categories of student information as directory information. This information includes the student's name, address, telephone number, date of birth, major field of study, classification status (regular, special, full-time, part-time), dates of attendance, degrees, honors, awards received, and most recent previous educational institution attended by the student.

Although TOCC maintains a closed (unpublished) student directory, such information may be disclosed by TOCC for any purpose and at its discretion unless the student has signed a Disclosure of Student Information form requesting nondisclosure. Under the Family Educational Rights and Privacy Act of 1974, currently enrolled students may instruct TOCC not to disclose public or directory information for any purpose.

Student's Right to Have Information Withheld

Students must submit a signed Disclosure of Student Information Form to the Admissions Office in order to withhold student information. The signed Disclosure of Student Information Form remains in the student's file indefinitely until the student relinquishes the disclosure. Tohono O'odham Community

College will not release any private or directory information unless written authorization is given by any student who specifically requests release of public or directory information. TOCC sends out an annual note reminding students that they can fill out a form that will preclude the sharing of directory information. Questions concerning the privacy of student records may be directed to the Admissions and Records Office at (520) 479-2300.



E-Maṣcamdam Ki:kĭ (Residence Halls)

Chapter 2: Student Life

Why College is a Good Choice

College is a mind expander. It is a window onto the wonders of existence on this earth. It is an experience that arms you with skills and knowledge that you can use to navigate this life. It deepens your appreciation for culture, history, and language. It is an opportunity to meet people, have fun, think deeply, and to earn a college degree or certificate.

Degrees and certificates represent your educational accomplishments in college. Because they signify that you have gained expertise in a particular field, they are a pathway to increased economic success and often to finding a satisfying profession. In most cases, when you sign up to pursue a degree or certificate at TOCC, you will be eligible for federal financial aid (See Chapter 3).

Benefits of Starting Your College Career at Tohono O'odham Community College

Students gain a variety of benefits by attending TOCC, a fully accredited two-year college. The credits you earn at TOCC are recognized nationally, and other colleges will give them full consideration for transfer purposes if you decide to transfer either before or after you earn a degree or certificate at TOCC.

TOCC's mission includes preparing students for careers and community life, just as other colleges do, but it also includes an emphasis on Himdag, the cultural ways of the O'odham. TOCC is inexpensive compared to other colleges. You can earn a two-year Associate degree at TOCC and be debt-free on graduation if you maintain satisfactory academic progress (Defined in Chapter 4).

Community Life at TOCC

TOCC offers a rewarding life for its students. There are opportunities to get together to share common interests, celebrate diverse cultures, and enjoy recreational and learning activities. There are avenues available to develop and demonstrate leadership qualities, to establish contacts within the College and within the Tohono O'odham Nation's community, and to be a voice within and for TOCC. Students are encouraged to take the initiative to become involved in the life of the College. Current opportunities include the Student Senate, Archery Club; Business Club, Early Childhood Education Club, LGBTQ+ Friends, and the American Indian Science and Engineering Society (AISES).



Ma:cidag Gewkdag Ki: (Arts and Science Building)



I-We:mta Ki: (Student Services Building)

Student Services and Resources

TOCC's Student Services Division is located in the I-We:mta Ki: at the S-cuk Du'ag Maṣcamacuḍ (Main Campus). For more about the services TOCC offers, see Chapter 1 "Getting Started at TOCC."

Advising and Mentoring

Academic Advisors are available to help students choose courses and make decisions that best meet their educational needs. Once a student declares their program of study, the student will be assigned to a Faculty Advisor who teaches in the student's major. Both walk-in services and online appointments are available. Academic advising is introduced in the enrollment process in Chapter 1, "Getting Started at TOCC." Enrolled students should meet with their academic advisor at least once each semester (preferably before open registration for the following semester) to ensure that they are on track with their program of study.

Student Success

The Student Success Office is dedicated to helping students achieve both their academic and personal goals. They provide guidance on navigating campus resources and offer practical advice for completing processes students may be unsure about. Key services include: Student Success Workshops, Personalized Academic Coaching, Resource Assistance, Communication Skills Resource, Wraparound Meetings, and Assistance with the SAP (Satisfactory Academic Progress) Process. Their mission is to provide retention resources to swiftly address academic or personal challenges, ensuring students receive the necessary support to thrive in higher education. The Student Success Offices are located at S-cuk Du'ag Maṣcamakuḍ, Main Campus, at I-We:mta Ki: Rm. 26. A Student Success Office will also be located at Wiṣag Koṣ Maṣcamakuḍ, West Campus, with a location to be determined. For virtual availability and to arrange an appointment, students are encouraged to contact: rgarciaguirre@tocc.edu, or (520) 479-2300 ext. 1243.

Counseling

A Counselor is available to help students with decisions and situations that go beyond academic advising but may involve educational issues. The Counselor is available to assist students with self-awareness, personal development, stress management, and identifying appropriate community agencies for assistance, if needed. The Counselor is located in the I-We:mta Ki: at S-cuk Du'ag Maṣcamacuḍ (Main Campus) and is available for walk-in sessions or by appointment. For more information, call (520) 479-2300 ext. 1210 (Counselor) or (520) 479-2300 (Student Support Specialist).

Tohono O'odham Himdag

The Tohono O'odham Himdag serves as the foundation to enhance student personal and educational development. Activities for students and community members that focus on Tohono O'odham Himdag and Native American culture include traditional storytelling, traditional singing, rattle making, basket weaving, flower making, woodcarving, pottery making, and talking circles.

Tutoring

Skilled tutors are available to help students develop their skills in math, writing, and a variety of other subjects. Stop by the Library website (https://www1.youseemore.com/tocc/) for more information or call (520) 479-2300. Also, please note that all students have access to NetTutor through their Canvas courses. You can speak with live tutors or email your paper for review. **Tutors for math and writing are available 24/7 through NetTutor**. Check the left navigation bar in your Canvas course to access NetTutor.

Health and Wellness

The health and wellness of students in mind, body and spirit are important to their success at TOCC. Services are provided to students through forums, health fairs, screenings, lifestyle management classes, safe sex education programs, and disease prevention awareness programs. The Apedag Ki:, TOCC's Wellness Center, offers a variety of workout equipment and programs to help students stay on a healthy path.

Student Clubs and Organizations

TOCC encourages the establishment of student clubs and organizations. Students have a voice in College functions and activities through the Student Senate and other student groups and committees. Students and their Senate representatives are encouraged to sit on various task forces and committees that make recommendations to the Board of Trustees. Although students cannot cast a vote with the official members of the Board of Trustees, they can voice an opinion on agenda items. Students are encouraged to participate in student organizations to gain leadership, citizenship, and volunteer experience.

Ka: g T-Ñi'okĭ –The Student Senate

Ka: g T-Ñi'okĭ, the Student Senate at TOCC, has the mission to "represent and be the voice of the student body, working together to bring forth ideas of concern and interest, that would best serve and promote the Tohono O'odham Community College mission, vision, and core values." Students are encouraged to participate in the Senate to engage in leadership, citizenship, and volunteer experience. Ka: g T-Ñi'okĭ officers include a President, Vice President, Secretary, Treasurer, Public Relations Officer, Residence Life Representative, S-cuk Du'ag Maṣcamacuḍ (Main Campus), Wiṣag Koṣ Maṣcamakuḍ (West Campus), and S-Ki:kig Maṣcama Ki: (Many Houses site at the Phoenix Center) Representative. A faculty or staff advisor provides support to the Student Senate. To learn more about the Senate, inquire at the Office of the Dean of Student Services in I-We:mta Ki: or call (520) 479-2300.

Resources for Students with Disabilities

TOCC will make every effort to ensure that qualified individuals with a disability are provided a reasonable accommodation and will promote respect for the dignity and equal treatment of individuals with disabilities. Student requests for accommodation due to disability are processed through the Counselor. The TOCC Counselor will provide intake assistance, eligibility determination with appropriate documentation, student services plan, faculty notification of accommodation, and monitoring of student accommodations. Please note that students will receive reasonable accommodations only **after** they have been approved for such services.

TOCC O'ohana Ki: (Library)



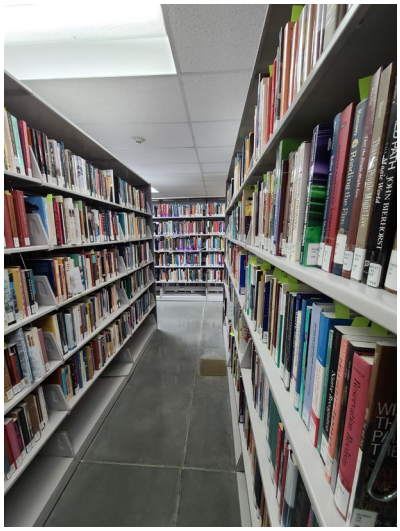
O'ohana Ki: provides educational resources and services to TOCC students, faculty, and staff, and to Tohono O'odham Nation communities. O'ohana Ki: services include collections access, maker space utilization, academic tutoring, study space, academic support, and student identification cards as well as community member library cards.

Staff members are available to answer reference questions; to assist with in-house computers; to help patrons select electronic and print research resources; to offer reader guidance; and to provide workshops or individual tutoring in library orientation, information literacy skills, and in using print, electronic and multimedia materials and equipment. The online library catalog is at www1.youseemore.com/tocc/. O'ohana Ki:'s collections include books, journals, photographs, maps, vertical files, CDs, audiotapes, videos, DVDs, posters, grey literature, artwork, software loaded on the computers, indexes, dissertations, electronic subscription databases, Internet access, artwork, the online Ready Reference collection, and a Special Collections. Subscription databases are password protected. An e-Library is also available via OverDrive and Kanopy for e-books, e-audiobooks, e-magazines, and streaming film. Please contact the Librarian for more information.

Special Collections materials focus on all materials in all media that pertain to the O'odham, including the Tohono O'odham, the Akimel O'odham, Oñk Akimel O'odham, and the Hia Ceḍ O'odham. Special Collections materials, as well as videos and DVDs, are not available for check out, but may be viewed in O'ohana Ki:.

Computers are available for use by students and community members. A maker space equipped with 3-D printers, a Cricut, a button maker, a sewing machine, and audio visual equipment is available for use by appointment. There is currently no charge for access however there are limitations to how much material is used by an individual. The equipment and space are for academic usage first and is not meant for profit creating endeavors.

TOCC students, faculty, staff, and community members may borrow materials from O'ohana Ki: with a current TOCC I.D. Contact O'ohana Ki: to obtain your TOCC I.D. card. The holder of the I.D. card is responsible for all materials checked out on the card, including replacement of any item that is damaged or lost. Replacement charges include O'ohana Ki:'s cost to replace the item plus a $10.00 non-refundable processing fee.While TOCC does not charge for overdue materials, any long-overdue item will be considered lost until it is returned in good, usable condition. Lost items may result in a student not being able to obtain grades, transcripts or a diploma; to register for classes; or borrow Library materials. Community members may have their Library privileges suspended until the items are returned or replaced.



O'ohana Ki: (Library)

Interlibrary Loan

Tribal colleges and universities, including TOCC, that belong to the American Indian Higher Education Consortium (AIHEC) participate in interlibrary loan with each other. If an AIHEC member library does not have what a student needs, there may be additional ways to access the material. For more information, please contact the Librarian.

Library Locations and Hours

O'ohana Ki:, the Main Library, is located in the I-We:mta Ki: at the S-cuk Du'ag Maṣcamacuḍ (Main Campus) and supports academic and general education. The Main Library hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. Late hours are communicated. Contact O'ohana Ki: for more information. O'ohana Ki: is closed on Saturday and Sunday and all TOCC holidays. Library staff members can be reached at these contacts:

- (520) 479-2300 (Main)
- (520) 479-2300 (College Receptionist)
- (520) 383-8403 (Fax)
- ***www1.youseemore.com/tocc/***
- ***https://tocc.edu/library-tocc-edu/*** (General information)

Residence Life

E-Maṣcamadam Ki:kĭ (Residence Halls)



E-Maşcamdam Ki:kĭ (Residence Halls)

T

Tohono O'odham Community College is proud to offer a residential living experience at the S-cuk Du'ag Maşcamacuḍ (Main Campus). The student housing facility features multiple residential suites, each designed with a shared common area and four bedrooms. Each bedroom accommodates up to three students, fostering a sense of community and collaboration.

The fourth suite in the facility serves as a dedicated space for Residence Life staff and includes a student lounge equipped with computers for

Meal services are provided to residential students through TOCC's food service in the I-We:mta Ki:, offering breakfast, lunch, and dinner Monday through Thursday, when classes are in session.

Accommodations in the Residence Halls

Each residential suite includes:

- A bed, desk with chair, closet, dresser;
- Full size refrigerator, stove, pots, pans, utensils, pitcher, plates, cups, bowls, washer, dryer;
- Sofas, flat screen TV with satellite TV and DVR, WIFI connection

Residence Life Application and Information

The Application, Release of Information, Policy Agreement, Roommate Questionnaire, and Agreement forms are available on the TOCC website (https://tocc.edu/student-housing/) and must be submitted via email or mail for consideration to live in the residence halls. Living on campus is an experience that will help students further their educational goals. The student housing is an alcohol-free, tobacco-free, drug-free, and weapon-free environment. For further information and any questions, contact the Residence Life Coordinator, Briana Hudgins at (520) 479-2300 ext. 1416 or email at bhudgins@tocc.edu.

Requirements

- Enrolled Full-time (12 credits)
- Sign Residence Hall Policy Agreement Form
- Submit Release of Information Form (Background Check)
- Fill out a Roommate Questionnaire
- Vehicle Registration Form
- Refundable Damage Deposit: $150.00
- Key Deposit: $40.00

Costs and fees (waved until further notice)

- Dorm Room Fee (per semester)
- $1,200.00 (Fall or Spring Semester)
- $275.00 (5-week Summer Session)

- $550.00 (8-week Summer Session)
- Damage Deposit: $150.00
- Key Deposit: $40.00
- Background Process fee: $40.00
- Deposits are refundable if the room is clean and undamaged and the key is returned.
- All costs, fees, and deposits should be paid in the Bookstore.

TOCC Food Program



The TOCC Food Program proudly provides delicious and healthy meals along with providing Good Food Safety practices. TOCC has no Meal Plans and no Cafeteria. However, breakfast and lunch for students, employees and community members are provided Monday through Thursday during Fall, Spring and Summer Sessions at the S-cuk Du'ag Maṣcamakuḍ (Main Campus) in I-We:mta Ki:. Weekly menus are posted on the electronic bulletin boards and distributed through your emails.

Breakfast is served from 8:00 am-9:30 am Lunch is served from 11:30 am -1:00 pm

For days when food is not served, students have the opportunity to cook their own food. TOCC provides the following supports:

- Dorms come with a full kitchen
- Grocery Store is 15 minutes away from dorms. (Weekly grocery store trips provided)
- Cooking Classes/Demo will be provided
- Personal Food Storage

Contact Information

For further information, contact the Residence Life Coordinator at (520) 479-2300 ext. 1419.

Student Rights and Responsibilities

Student rights and responsibilities are fully described in the TOCC Student Handbook.

Drug-Free School and Communities Act Information

Tohono O'odham Community College enforces the Drug-Free School and Communities Act Amendments of 1989 (Public Law 101-226, 20 U.S.C. §114g). For more information, please consult the TOCC *Student Handbook.*

Legal Sanctions

Tohono O'odham Nation, federal, and state laws prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fine, probation, and/or assigned community service. Students convicted of a drug- and/or alcohol-related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment. TOCC fully subscribes to and cooperates with Tohono O'odham Nation, federal, and state authorities in the

enforcement of all laws regarding the unlawful possession, use, or distribution of illicit drugs and alcohol.

Support Resources

TOCC will assist students with appropriate referrals and information concerning drug and alcohol education, counseling, treatment, rehabilitation, or re-entry programs that may be available in the community. Contact the Counselor at (520) 479-2300 ext. 1210 or Student Services at (520) 479-2300 for help.

American Indian Higher Education Consortium (AIHEC) and American Indian College Fund (AICF)

AIHEC and AICF provide opportunities to TOCC students. TOCC usually selects one student to accompany College administrators to the AIHEC winter meetings in Washington, D.C. Each spring, several TOCC students travel to the AIHEC student conference, a gathering of student representatives from tribal colleges and universities throughout the country. The AICF annually awards scholarships to an AICF Student of the Year at each tribal college or university. This is a prestigious award recognizing academic achievement and community service. The Student of the Year Award is presented at the AIHEC Student Conference and the TOCC student is recognized again at TOCC's Commencement.

State Authorization Reciprocity Agreement (SARA)

Tohono O'odham Community College (TOCC) is a member of the Arizona State Authorization Reciprocity Agreement (AZ SARA) Council and the NC SARA Council, the national council, which oversees online and virtual courses and programs (also known as distance education), holding such offerings to national standards of quality and best practices in delivery. TOCC's participation in the AZ SARA and NC SARA processes benefits students by ensuring the quality of distance education and by providing out-of-state students a forum for addressing concerns related to distance education.

SARA Complaint Policy

TOCC is committed to its students' success by providing holistic, quality higher education services. When a student has an adverse experience and wishes to complain, there are several ways to address concerns.

- Students are encouraged to try first to resolve complaints informally, speaking directly with the instructor, staff member, or other student who is involved in the situation. If the informal resolution does not work, then the student may file a Grade Appeal or Student Complaint.
- For instructional complaints such as grievances about grades, the Student Handbook describes the "Grading Complaints & Appeal Process." As mentioned in this policy, Grade Appeal Committee decisions are final.
- For non-academic complaints, the Student Handbook lays out the "Non-Grading Student Complaint Process." This policy includes the steps for review and resolution, as well as two levels of appeal, to the President's Office and to the Board of Trustees.
- For in-state or resident students with complaints not related to grading, the highest level or appeal is the College's Board of Trustees.
- If they have gone through TOCC's complaint and appeals processes and are not satisfied, then out-of-state distance-education students may file a complaint through the AZ SARA Council portal.
- The AZ SARA Council will "address concerns related to distance education activities (online learning, sufficiency of support for distance education students, and related activities) from out-of-state

students" (NC-SARA, A Resource for Students: Frequently Asked Questions about Filing a SARA Complaint, page 2).

- To file a SARA complaint about TOCC, visit the portal at https://azsara.arizona.edu/complaints.



Front of Macidag Gwekdag Ki: (Arts and Science Building)

Chapter 3: Financial Aid



Applying for Financial Aid at TOCC

Tohono O'odham Community College Financial Aid Office will make every effort to provide financial assistance to TOCC students. The Financial Aid Office works with students to meet unmet financial needs to the maximum amounts from federal, state, and private sources. Financial aid is awarded for one academic year, and students must reapply annually.

The Financial Aid Office provides information for financial aid programs, including TOCC scholarships. Other sources include the federal government, the Tohono O'odham Nation, and private donors accessed through the American Indian College Fund (AICF). Funds are awarded to students based on financial need, academic achievement and program of study. For more information, please stop in, call (520-479-2312), or email the Financial Aid Office at finaid@tocc.edu.

Financial Aid: The Steps to Follow

- Visit the TOCC Financial Aid Office to meet with the Financial Aid Technician to fill out a Free Application for Federal Student Aid (FAFSA) form and to obtain an FSA ID user name and password needed to fill out the FAFSA and sign the form electronically. Information about other funding sources such as scholarships, Federal Work Study and the Federal Supplemental Educational Opportunity Grant (FSEOG), and the process to apply for them is available through the Financial Aid Office, which you can contact via email.
- The TOCC Financial Aid Office will assist students in filling out the FAFSA. If the student is a "dependent" student, parents or a legal guardian will need to sign the FAFSA. The form is also available online at https://studentaid.gov/h/apply-for-aid/fafsa
- The FAFSA must be completed each calendar year, which begins on October 1st for the coming school year that begins with the Fall semester in August at TOCC. It is recommended to apply early.
- **TOCC's school code is 037844.**

General Eligibility Requirements

Eligibility for most federal student aid programs is based on financial need, rather than on academic achievement. To have their financial need determined, students must complete and file a Free Application for Federal Student Aid (FAFSA). A student must demonstrate financial need to be eligible for most federal student aid. At its simplest level, a student's financial need is the difference between the student's cost of attendance at school and the amount the family is expected to contribute to the student's education.

Additionally, to be eligible for federal student aid, a student must meet each of these criteria:

- Have a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma); or have a recognized equivalent of a high school diploma, such as a general educational development or GED certificate; or be enrolled as a regular student in an eligible degree for a certificate program.
- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security number (with the exceptions of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Make satisfactory academic progress.
- Sign certifying statements on the FAFSA, such as agreeing to use federal student aid funds only for educational expenses.

A student who does not have a high school diploma, GED, or a high school transcript showing that they completed high school will not be eligible to receive any Federal funding such as a Pell Grant, Federal Work Study or the Federal Supplemental Educational Opportunity Grant.

Need Analysis

The process of analyzing a student's financial need, known as a Need Analysis, focuses on determining how much the family reasonably can be expected to contribute toward the student's education. Determination of an applicant's need is achieved by collecting information about the family's income, assets, and living expenses. For the federal student aid programs, the law specifies a need analysis formula that produces the Expected Family Contribution (EFC). The EFC and the school's cost of attendance are used by the school to establish the student's need, as well as to award grants and campus-based aid.

Planning Early with a *Federal Student Aid Estimator*

The Federal Student Aid Estimator is a service of the U.S. Department of Education that helps students to explore financial aid options and eligibility while still in high school, or before they enroll in college.

More about this service is available at https://studentaid.gov/aid-estimator/

Getting a Federal Student Aid ID (FSA ID)

It is recommended that students and parents save time by requesting the FSA ID before the student applies for financial aid.

How Does a Student or Parent Use an FSA ID?

The FSA ID can be used to sign the FAFSA electronically, greatly decreasing the processing time. The FSA ID can be used in the following ways (among others):

- As the applicant's electronic signature, or the parent's electronic signature on the FAFSA (if the parent obtains his or her own FSA ID);
- To gain access to online information about federal student aid the student has received;
- To gain access to the applicant's information on FAFSA on the Web, to view FAFSA processing results, to make corrections, or to file a FAFSA based on data the student filed in previously.

Why Does a Parent Need an FSA ID?

At least one parent or legal guardian **of a dependent student** must sign that student's FAFSA, and using the FSA ID to sign electronically is the most efficient way to sign. Each person signing a FAFSA electronically must have their own FSA ID, including the student and the parent or legal guardian of a dependent student. If a parent or legal guardian of a dependent student does not have an FSA ID, the paper signature section of the FAFSA must be signed manually and mailed to the Department of Education. Doing this extends the financial aid process because it takes at least three weeks for the school to receive approval from the Department for the student's financial aid. Using the FSA ID and signing electronically expedites the financial aid process for the student.

Gathering Documents for the Free Application for Federal Student Aid (FAFSA)

To complete the FAFSA, students (and their parents, if applicable) need their Social Security numbers, driver's licenses (optional), federal income tax returns, W-2 Form(s), current bank statements, and records of any stocks, bonds, or other investments and assets.

When to Apply

Students and parents should fill out their income tax forms and the FAFSA as early as possible. Those who are unable to complete income tax forms early should estimate amounts as accurately as possible and fill out the FAFSA accordingly, correcting the information with actual amounts once the income tax forms are complete. Note that most states have specific deadlines for students who want to be considered for state aid, and some schools have limited institutional funds that are awarded on a "first-come, first-served" basis to eligible students. The student who completes the FAFSA early has a better opportunity to meet financial aid deadlines and to be considered for awards from institutional funds.

How to Apply: FAFSA on the Web

FAFSA on the Web, available in both English and Spanish, allows students to complete their FAFSAs faster and more easily than any other application method. This Internet application offers detailed online help for each question, as well as live, online, one-to-one communication with customer service representatives. The address for FAFSA on the Web is https://studentaid.gov/h/apply-for-aid/fafsa

Saving the FAFSA with a Passkey

Students do not have to complete the FAFSA on the Web in one sitting. At the beginning of the process, the student is asked to supply a passkey. If the student is interrupted, needs to leave the application before completing it, or if the site automatically logs the student off due to 30 minutes of inactivity, the information will be saved and will remain available via the passkey or 45 days. The student should keep the passkey in a safe place. The passkey is different from the FSA ID (username & password). The FSA ID allows the student to electronically sign the FAFSA or to access processed FAFSA data, whereas the passkey created solely to access the incomplete application at a later time.

Signing the Application with an ID or Signature Page

At the end of the FAFSA, the student (or the dependent student's parent or legal guardian) signs electronically using his or her ID number. If the student or parent, or legal guardian, do not have an FSA ID the signature must be done manually, and the signature section will be sent to the Department of Education, which extends the financial aid process for at least three weeks. Electronic signature using an FSA ID is recommended.

Submitting the FAFSA and Getting an Estimated Expected Family Contribution (EFC)

When the student submits his or her information at FAFSA on the Web, a confirmation page appears. The confirmation page verifies that the application was submitted successfully, displays an estimated Expected Family Contribution (EFC), and indicates whether the student might be eligible for a Federal Pell Grant. The official EFC will appear on the Student Aid Report (SAR).

Applying through TOCC

It is recommended that students file their FAFSA through the TOCC Financial Aid Office, as it expedites the financial aid process. The student provides the necessary information such as IRS income tax information, enters the information electronically, and then sends it to the Central Processing System. Please contact the Financial Aid Office (520) 479-2312 for assistance.

Student Aid Report (SAR)

The Student Aid Report (SAR) is the document that students receive from the U.S. Department of Education in response to their FAFSA. The SAR informs the student of the Expected Family Contribution (EFC) and of their available federal student aid. Unless the student's SAR is identified as having problems, the EFC is printed on the upper right corner of the front page of the report. The SAR also includes instructions, such as how to make corrections to the data the student supplied on the original FAFSA.

Major Federal Student Aid Programs

The U.S. Department of Education offers four major types of financial aid. The Pell Grant and the Federal Supplemental Education Grants are "gift aid" and do not have to be repaid unless an overpayment has resulted due to the student withdrawing before the end of the enrollment period for which the grant was awarded. It is the school's responsibility to inform the student whether any funds must be returned to the Department of Education. The other major type of financial aid is the Federal Work-Study that provides income (which does not have to be repaid) from part-time employment, either on campus or in the community. A fourth type of federal aid is Veteran's Benefits.

Federal Grants: The Pell Grant

Federal Pell Grants are awarded according to rules set by Congress. Every year the U.S. Department of Education publishes updated tables used in the Expected Family Contribution calculation. The EFC is a measure of how much the student and his or her family can be expected to contribute to the cost of the student's education for the year. The EFC is calculated according to a formula specified by law. If a student is eligible on the basis of these rules, an eligible school will receive the federal funds to pay the student his or her grant. The amount of funding a student receives through the Pell Grant is based on the student's EFC and the number of classes in which the student is enrolled.

How Much Federal Pell Grant Funding Can a Student Receive?

Each year, the Federal Pell Grant Program publishes the Regular Payment Schedule for Determining Pell Grant Awards, which varies from year to year. To determine the amount of a student's Federal Pell Grant, the TOCC Financial Aid Administrator considers the cost of attendance, the Expected Family Contribution (EFC), and other factors.

Payment Due Date for Pell Grant Recipients

Under certain circumstances, there are students who have filled out their Free Application for Federal Student Aid (FAFSA) and have registered to attend school but who cannot pay for tuition, textbooks, and fees at the time of registration. In these cases, when a student has an Institutional Student Information Record (ISIR) that has been approved for a Pell Grant on file with the TOCC Financial Aid Office, the Financial Aid Officer will provide the student with a "Book Waiver," for the student to take to the Bookstore to obtain books. With approval by the student all fees, tuition and expenses will be deducted from the student's Pell award once received by the College.

Campus-Based Programs: Federal Supplemental Educational Opportunity Grants and Federal Work-Study

Campus-based programs are administered by the Financial Aid Office at eligible schools that choose to participate. The U.S. Department of Education provides funding for programs at TOCC. All students who apply for either the Federal Supplemental Education Grant or the Federal Work Study must fill out a FAFSA.

Veterans Benefits

Tohono O'odham Community Colleges' veterans' services office acts as a liaison with the Department of Veterans Affairs. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs.

Application forms, counseling, advisement and tutoring are available for students who are eligible for veteran's educational benefits. The amount of benefit awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours for which a student is enrolled and the length of the enrollment period for each course.

You should apply for educational benefits from the Department of Veterans Affairs well in advance of your enrollment at Tohono O'odham Community College. Our Veteran's Affairs Office can provide you with the Veterans Application for Education Benefits.

Veteran's Benefits Available at TOCC:

Chapter 30 - Montgomery GI Bill ®

The Montgomery GI Bill ® -Active Educational Assistance program provides up to 36 months of education benefits for a variety of programs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill

Chapter 32 - VEAP Program

Veterans Educational Assistance Program (VEAP) benefits are available to certain veterans who entered active duty between January 1, 1977 and June 30, 1985.

Chapter 33- Post 9/11 GI Bill ® & Transfer Eligibility to Dependents (TOE)

The Post-9/11 Yellow Ribbon Program GI Bill® will pay you:

- All resident tuition and fees for a public college; or,
- The lower of the actual tuition and fees, or the national maximum per academic year, for a private college.

Chapter 35 – Survivors and Dependents of Deceased/100% Disabled Veterans

Students may qualify for DEA benefits if they are spouses or children of:

- Veterans who die or are permanently and totally disabled as the result of a service-connected disability arising from active service in the armed forces;
- Veterans who died from any cause while rated permanently and totally disabled from the service-connected disability;
- Service persons missing in action or captured in the line of duty by a hostile force;
- Service persons forcibly detained or interned in the line of duty by a foreign government or power; or,
- Service persons hospitalized or receiving outpatient treatment for a service-connected permanent and total disability and likely to be discharged for that disability.

Chapter 1607 – REAP Reserve Educational Assistance Program

The Reserve Educational Assistance Program (REAP), also known as Chapter 1607, makes certain reservists who served for at least 90 days after September 11, 2001, eligible either for education benefits or for increased benefits. For more information, visit https://www.benefits.va.gov/gibill/reap.asp

It is the student's responsibility to notify the Veterans Coordinator regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits. Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits may be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standard.

Distance Learning:

The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of TOCC degrees and/or certificates of completion. TOCC uses Canvas for teacher/student interactions for online or hybrid classes. You will be contacted through official TOCC channels to help with initial login.

Prior Credit Evaluation:

The Tohono O'odham Community College recognizes that students may have documentable knowledge and learning acquired outside of TOCC classrooms. Students can demonstrate their knowledge through examinations that are equivalent to the required competencies and learning in a TOCC course.

Exams accepted at TOCC as evidence of prior learning.

TOCC accepts specific standardized test results as evidence of prior learning. These are:

- CLEP: The College Level Examination Program - CLEP Website
- AP: Advanced Placement - AP Website
- IB: International Baccalaureate - IB Website
- CIE: Cambridge International Exams - CIE Website
- Special examination for credit (e.g., Tohono O'odham Language fluency may be established by examination)

Applicability of Equivalency Examination Credits.

Credits awarded through TOCC equivalency examinations may be used to count towards the student's degree program including general education, program core, and elective requirements. For the purposes of computing credit hours earned towards completing a degree program, credits awarded through equivalency examinations are treated the same as credits earned by completing courses at TOCC.

Academic Status of Credits Earned by Equivalency Examination.

- All credits earned by equivalency will have academic value and count toward the total required for graduation and, if applicable, fulfill prerequisite requirements for advanced courses.
- Credit earned by equivalency examination will not be counted as part of the student's grade point average.
- Credits earned by equivalency examination will not be counted as part of the student's course load.
- Equivalency examination credit documentation will be stored in the Registrar Office and credit will be posted to the student's transcript.

Restrictions

- The maximum credit which a student may earn by any form of examination is 30 credits for an Associate Degree and 15 credits for a Certificate Degree.
- No student will be permitted to attempt to receive credit by examination for a particular course more than once.
- No student who has received a final grade in a course or an "Incomplete" may earn credit by examination for the course on said course.
- No student who is auditing a course at Tohono O'odham Community College or has audited a course at Tohono O'odham Community College may receive credit by examination for the same course.
- No student who has withdrawn from a course at Tohono O'odham Community College may earn credit for the course by examination in the same semester.
- Credit by examination may or may not transfer to other colleges or universities.

Accepted Scores

The Tohono O'odham Community College will award credit by examination only for certain scores on each exam. The determination will be based on the AZ Transfer Exam Equivalency Guide, which can be reviewed at AzTransfer.com.

Title 38 USC 3679(e) Compliance

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational benefits while enrolled at the college.

In accordance with Title 38 US Code 3679 subsection (e}, this school adopts the following additional provisions for any students using the U.S. Department of Veteran Affairs {VA} Post 9/11 G.I. Bill ® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Tohono O'odham Nation Education Assistance Program & Higher Education Services

TOCC encourages students to contact the Tohono O'odham Education Assistance Program & Higher Education Services Office, located in the Tohono O'odham Nation Department of Education to pursue possible sources of financial aid from the Nation. Call (520) 383-6571 for more information. Students may also seek financial support from their District Council Education Committees.

American Indian College Fund

The American Indian College Fund (AICF) was established in 1989 under the American Indian Higher Education Consortium (AIHEC). The mission of AICF is to raise scholarship funds for American Indian Students to use at qualified tribal colleges and universities and to broaden awareness of those institutions and of the Fund itself. The AICF also raises money and resources for other needs at the colleges, including capital projects, operations, endowments or program initiatives. The AICF conducts fundraising and related activities for Board-directed initiatives. Students interested in applying for an AICF Scholarship may go ***www.collegefund.org*** to search for scholarship listings, as well as ask the TOCC Financial Aid Office for assistance.

American Indian Education Foundation

The American Indian Education Foundation (AIEF) was established to support educational opportunities for American Indian and Alaska Native students. Its vision is to enhance strong, self-sufficient American Indian communities. Scholarships are awarded for each academic year and recipients are chosen by a national selection committee. More information on the AIEF can be found at the TOCC Financial Aid Office or on the foundation's website at http://www.nativepartnership.org, or by calling AIEF regarding the Fund's scholarship program at (800) 881-8694.

Gewkdag Scholarship

TOCC provides Native American students who have graduated from High School or who earned a GED within one year prior to enrolling in TOCC with free tuition and fees plus $250 toward their books. Requirements include registering for 12 or more credits and graduating from a school or GED facility on or near the Tohono O'odham Nation. If the Gewkdag Scholarship recipient earns a cumulative GPA of 2.0 with a full-time load (12 or more credits) during their first semester, then their second semester is also free and another $250 in book fees will be provided. The scholarship can remain in effect until a student graduates from TOCC if a student remains in good standing by maintaining an overall GPA of 2.0 and carrying at least 12 credits a semester until graduation.

Additional Scholarship Information

The TOCC Financial Aid Office provides scholarship information for over 200 agencies throughout the U.S. that provide scholarships to both college and university students. Students who are interested in receiving the names of these agencies should contact the Financial Aid Office for assistance.

Satisfactory Academic Progress (SAP) Requirements for Federal Financial Aid Title IV Recipients

The U.S. Department of Education requires that students maintain satisfactory academic progress in a program of study that leads to a degree in order to be eligible for federal financial aid. Federal Student Aid includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Work-Study. Other agencies, including tribal and scholarship programs, may require students to maintain Satisfactory Academic Progress (SAP) for their aid programs.

The entire academic record (cumulative Grade Point Average or GPA) of all federal student aid recipients will be monitored at the end of each semester to ensure compliance with the "qualitative and quantitative" SAP requirements specified below. Therefore, even the academic record of those who have not received Federal Student Aid in the past will impact future eligibility. Failure to meet the following standards will result in financial aid ineligibility for students who may have otherwise qualified for Federal Student Aid.

Satisfactory academic progress has both a qualitative and quantitative measure to monitor a student's progress toward a degree or certificate:

1) Qualitative Requirement: Students must maintain a cumulative grade point average.
    a. Freshman (1-30 attempted credit hours) = 1.50
    b. Sophomore (31+ attempted credit hours) = 2.00
2) Quantitative Requirements:

The students must demonstrate their pace of progression through their program of study. The pace is measured at the end of each term. **The students must satisfactorily complete at least 67% of their attempted courses**. Here are some examples:

Term	Term Pace	Cumulative Pace
Term 1:		
9 hours completed; 12 hours attempted	75%	9/12=75%
Term 2:		
6 hours completed; 12 hours attempted	50%	15/24=62.5% (9+6 = 15; 12+12 = 24 or 15/24)
Term 3:		
12 hours completed; 12 hours attempted	100%	27/36=75% (9+6+12 = 27; 12+12+12 = 36 or 27/36)

"Satisfactory Completion" means earning a passing grade of A, B, C, D, or P. Grades of I, W, FW, or F are not considered passing grades.

If a student withdraws by the Drop/Full Refund Deadline of the term (consult the Academic Calendar), those classes are not considered as credit hours attempted. All courses withdrawn after the deadline to the end of the semester will be counted as credit hours attempted. Incomplete grades are considered credit hours attempted.

Developmental Courses

Developmental courses (Courses numbered below 100) will be counted towards the students' overall pace of progression and the cumulative hours attempted.

Repeats

Courses that are failed or withdrawn from, then repeated are considered in the hours attempted. Title IV funding can only pay a student **one time** for repeating a course that the student has passed with at least a D. In accordance with Title IV (PELL, FSEOG, FWS) regulations, courses for which students earn credit by way of testing out will not be paid by Title IV aid.

Review

Following each semester, the Grade Point Average (GPA) and number of credits attempted and completed for each Financial Aid recipient will be reviewed. Students will be notified if they do not meet the minimum Qualitative and Quantitative SAP requirements.

Non-Satisfactory Academic Progress

Financial Aid Warning

If a Financial Aid recipient fails to satisfy the Satisfactory Progress Rule in a particular semester, the recipient will be placed on Financial Aid Warning during the succeeding semester of enrollment. In other words, even if a student's overall record meets the SAP requirements for passing 67% of courses and has a cumulative GPA that meets the SAP, but does not meet those requirements in their most recent semester, the student will be on financial aid warning. Students are still eligible to receive Financial Aid during the warning period, but they must satisfactorily complete 67% of their total courses with a cumulative Grade Point Average of 1.50 for students with up to 30 semester credit hours completed, and 2.0 for those with 31 or more credit hours completed.

Financial Aid Suspension

1. If a Financial Aid recipient fails to comply with the SAP policy during the warning period, and has a cumulative GPA that falls below the qualitative or quantitative guidelines, the student will be placed on Financial Aid Suspension status for all financial aid, but may appeal per the "Appeal of Financial Aid Suspension" section below.
2. When a Financial Aid recipient totally withdraws from all their courses anytime during the semester, they will automatically be placed on Financial Aid Suspension status for all financial aid.

Appeal of Financial Aid Suspension

A student may appeal Non-Satisfactory Progress by completing the Financial Aid Appeal Form and submitting it with supporting documents to the Financial Aid Office by the 8th week of the semester following a Non-Satisfactory Progress designation.

As part of the appeal a student must provide:

a. Reasons why they did not achieve minimum academic requirements which should include any type of extenuating circumstances they may have been experiencing at the time. Extenuating circumstances that will be considered include but are not limited to: illness, death in the family, injury, casualty losses due to weather and natural disasters, fire, theft, acts of God, or terrorism.
b. An explanation of what has changed that will allow the student to make Satisfactory Academic Progress at the end of the next term.
c. The appeal request will include an academic plan showing how the student will make SAP by the end of the next term.
d. Students may have up to three appeals – but those must be for different reasons.

The Appeal Committee will review the appeal and determine whether the Financial Aid appeal is accepted. The Appeal Committee's decision is final.

The student will be notified in writing of the decision for approval or reason of denial of their appeal no later than five days after receipt of such appeal. If the appeal is approved and the student **can** demonstrate that they can make Satisfactory Academic Progress in one term, they will be placed on **Financial Aid Probation** for one term.

If the appeal is approved and the student **cannot** demonstrate that they can make Satisfactory Academic Progress in one term, they will be required to submit an academic plan. This plan has to show how they are going to get back on track in a reasonable time. The plan will demonstrate the student's map to graduation. The academic plan will then replace the SAP standards. At the end of each term,

the student's Satisfactory Academic Progress will be measured against their plan. The students will have to follow the plan in order to receive financial aid.

If the student fails or withdraws from any courses on their plan, the student will again be required to meet the minimum SAP requirements in order to be eligible for any type of financial aid, as follows:

- 67% overall completion rate for the semester
- 1.5 GPA for students with up to 30 credits; 2.0 Cumulative GPA for all other students.

If the student's appeal is not approved, the student will not be eligible for financial aid until they meet the minimum SAP requirements and are able to complete their degree within the maximum timeframe policy.

Credit Hour Maximums

The U.S. Department of Education has established a limit on the number of credit hours a student can attempt and still remain eligible for Federal Student Aid. This limit is based on 150% of the credit hours needed to complete the degree which the student is pursuing. That standard will allow for curriculum changes, repeats, and enrichment course work that may be required for the degree.

Examples:

- Credit Hour Maximum for an Associate degree of 60 credit hours: 60 semester hour credits x 150% = 90 semester hour credits.
- Credit Hour Maximum for a 30 semester hour certificate: 30 semester hour credits x 150% = 45 semester hour credits.

The Credit Hour Maximum includes all attempted Tohono O'odham Community College courses plus all transfer credit hours that apply to the degree or certificates.

Academic Progress toward the degree program will be measured at the end of each semester. The student will receive an update on the amount of financial aid left with the satisfactory progress letter at the end of each semester. If at any time it becomes mathematically impossible for a student to complete their program with the number of credits left in their 150% timeframe – the student is no longer making Satisfactory Academic Progress and *not eligible for Title IV aid*.

Pell Grant Lifetime Eligibility Used (LEU)

The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant academic year funding a student can receive is 100% (amount can increase to 150% if attending full time summer courses that pertain to declared degree), the six-year equivalent is 600%. This is in effect as of the academic year 2012-2013. This includes all past Pell Grant awards each student received.

Change of Major

Students can change majors **only in-between semesters**. Additionally, students can change majors **only once** in a semester. Students wishing to change their major should notify the Registrar's Office in writing, who will then notify the Financial Aid Office so that a determination of eligibility for the new program of study can be made. Determination shall be based on credits attempted and earned that can be transferred into the new major.

Dual Majors

Students can only declare one major. However, if a student declares two majors, each semester, courses will be verified that they are on the students' current degree plan. All Title IV funding will only pay for courses that are on each students' degree plan or required prerequisites. If a student chooses to take classes not on their status sheet, they will be liable for tuition and fees of the course(s) not on their degree plan.

Transfer Credits

Transfer credits earned at another institution that are accepted at Tohono O'odham Community College toward the degree a student is currently pursuing shall be used in computing the total credits attempted and earned. Students with bachelor's degrees are not eligible for a Federal Pell Grant.

Return of Title IV Funds

Return of Title IV Funds occurs when a student withdraws from all classes without completing 60% of the semester. Upon the student's withdrawal, the amount of financial aid that has been "earned" by the student is based on the number of days of attendance. Students who withdraw unofficially will also be subject to the Federal Return of Title IV Funds Policy (R2T4). **According to federal guidelines of R2T4, students who receive financial aid and then withdraw from all course work before 60% completion of the semester may have to pay back a portion of the grants received.** The amount is determined by using a federal formula and the date the student has totally withdrawn from classes.

If TOCC finds that the student's expected Cost of Attendance incurred up to the time of withdrawal exceeds the amount of funds disbursed, the student does not owe a repayment. However, if the disbursement was greater than the student's Cost of Attendance up to the withdrawal date, the student must repay the excess amount to TOCC. It is the policy of TOCC to reimburse the Federal Student Aid Program and collect repayment from the student. Thus, the student will be in a repayment situation with TOCC rather than the Department of Education. TOCC will collect the funds from students.

The date of withdrawal is based on the date indicated on the drop card (official withdrawal) or the last day of attendance according to student attendance records (unofficial withdrawal).

Post Withdrawal Disbursements

If the student received less federal aid than they earned, a post-withdrawal disbursement will be made to the student's account for direct costs. If further post-withdrawal disbursement is due, notification will be sent to the student if any grant amounts will be directly disbursed. The post withdrawal disbursement of Pell Grant funds must be completed within 45 days of the date the school determined the student withdrew.

All Refund Distributions are returned in this order as prescribed by Law and Regulations:

1. PELL Grant
2. FSEOG
3. Private, or Institutional Aid
4. The Student

Federal Work Study (FWS) wages are excluded because they have been earned.

Tohono O'odham Community College is responsible for notifying the student of the amount owed, for billing the student, and for collecting the repayment.

A Financial Aid Officer will use the R2T4 PowerFAIDs Software for determining both the student's and institution's refunds.

Duration of Eligibility for Multiple Degrees

Students who receive Title IV funding (financial aid contributions from the Federal Government, such as Pell Grants, etc.) to pursue multiple degrees must meet additional guidelines for duration of eligibility. Students desiring a second degree must be officially admitted to the new program of study, and all courses from previous programs that are applicable will be counted as courses completed for the new program of study.

Students reaching their duration of eligibility may appeal to the Financial Aid Committee (AKA Scholarship Committee) in writing and they may request to receive Title IV funds. Additional questions or information about Title IV Funds, please contact the Financial Aid Office.



Huhu'u Weco (Amphitheater)

Chapter 4: Academic Policies

Arizona University System: Transfer Requirements and AGEC

TOCC participates in the Arizona Statewide Articulation and Transfer System (AZTransfer). Students are encouraged to visit the transfer system website at ***www.aztransfer.com*** for information and resources for planning their current and future education. To learn more about AGEC (Arizona General Education Curriculum), visit Appendix B.

Arizona General Education Credit (AGEC) Redesign

In 2023 an AGEC redesign was implemented across the state of Arizona with the expectation that all transferable degrees be redesigned to incorporate new categories of courses. The redesign ensures the transferability of TOCC's courses to other in-state institutions.

Per AZTransfer: The AZTransfer Steering Committee has consolidated the existing Arizona General Education Curriculum (AGEC) structure from three AGEC pathways to one AGEC pathway. Arizona community and tribal colleges will adopt general education categories consistent with the general education programs at the Arizona public universities. The category criteria and associated credit hours have been reviewed and approved by the Steering Committee and will be shared with each institution by its AZTransfer Steering Committee representative. Each institution's Chief Academic Officer will communicate specific timelines and actions. The redesigned AGEC will be adopted by each institution no later than the 2026-27 catalog year.

To transfer to an Arizona university after completing an Associate degree for transfer, a student must have an overall GPA of 2.0 or higher (some degrees require a higher GPA), or they will not be guaranteed that all courses will transfer (out-of-state students need a 2.5 overall GPA in their Associate degrees in order to transfer.). The GPA for the AGEC component of an Associate degree for transfer must be 2.5 or higher; the overall GPA for the courses in the major must be 2.0 or above. Students who do not reach the threshold must repeat course(s) that have low grade(s).

Declaring a Program of Study (Major)

During the admission process, degree-seeking students are required to declare a program of study, commonly known as a major. Ensuring the accurate listing of the chosen program of study on their academic records is of utmost importance. The deadline for declaring a program of study is set at the conclusion of the first semester at TOCC, with the exception of summer sessions. Failure to declare a program of study by the specified deadline may result in the placement of a hold on the student's account, necessitating a meeting with an advisor.

To assist students in making informed decisions about their academic journey, the institution provides access to dedicated advisors who can guide them in choosing the appropriate program of study. It is essential to recognize that the selected program of study can have implications for financial aid or veteran's benefits, making it crucial to make a well-informed choice.

Changing the Program of Study (Major)

Students are allowed to modify their program of study only once within a given semester and **only in-between semesters**. Additionally, they may simultaneously declare up to two programs of study during their tenure as a student, subject to the institution's guidelines and regulations

Catalog of Record

The official TOCC Catalog that is in effect when a student originally enrolls is the "catalog of record." This catalog determines the specific requirements that must be met to successfully complete a program of study. If a student maintains continuous enrollment (meaning that a student continues to take classes and continues to make satisfactory academic progress without a break of one year or more), the student may use the requirements in the catalog of record or may choose to meet the requirements of any other catalog in effect **after** the original enrollment year. **If the student has a break in enrollment of one year or more, the catalog of record will be the one in effect when the student is reenrolled**. If the student reenrolls during a summer term, the catalog of record is the one in effect for the previous Fall semester.

Account Holds (Temporarily Waived)

Self-Assessment and EdReady

EdReady is an online learning system that helps students detect gaps in knowledge. EdReady provides the needed resources to achieve expected skills in college-level courses. TOCC provides support for students to succeed in math and writing courses and has, in accordance with best practices identified in scholarly research, largely eliminated sequential developmental courses and placement testing. All students at TOCC can request an account for EdReady. Please contact the Tutor Coordinator to obtain an EdReady account.

There is no "failing" score on the EdReady assessment because it is a developmental tool. The results are simply one indicator of a person's skill levels in basic subject areas of math, reading and writing. Students are encouraged to use EdReady to learn what gaps they need to close to be successful in math, writing, and reading. Then, they can continue to develop their skills through continued use of the software on their own or in collaboration with tutors. Depending on the results of the self-assessment, students may decide to complete the EdReady modules before course enrollment, or at the same time as course enrollment.

Course Prerequisites

Many courses have established prerequisites that a student must complete before enrolling in the specific course. Prerequisites per course are listed in this catalog. Programs of study may not list all the prerequisites for each course. It is the student responsibility to find out and meet the specific prerequisites. If the prerequisites have not been satisfied, the student may not be allowed to enroll in a course or can be dropped from the same.

Maximum Credit Hours per Semester

It is important to take an adequate number of credit hours each semester. To help students be successful in their courses, there is a limit in the number of credit hours for which a student can enroll. For the fall and spring semesters, the maximum number of credit hours per semester is 18. For summer semesters, the maximum number of credit hours is 12. Enrollment beyond those limits requires permission from the Academic and Student Services Deans. Consult with an advisor before deciding the number of credit hours be enrolled in during a semester.

EARS – Early Alert Reporting System

Every semester TOCC instructors complete a form at weeks 1, 4, 8, and 12 indicating whether a student is making satisfactory progress toward completion of the class. If there is an apparent issue or issues that suggest a student is not doing as well as they should be, the student will be notified. That notification is being made to assist the student and to help ensure that they complete the course with a passing grade.

Himdag Requirement

TOCC encourages the growth of students' cultural knowledge by seeking to transmit learning in ways that respect the Tohono O'odham Himdag (cultural ways and practices of the Tohono O'odham). TOCC requires that all students, staff, and faculty complete HIS 122 Tohono O'odham History and Culture, and THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham. All of TOCC's degrees and certificates include this requirement. The required courses may also apply to one or more General Education requirements (see Chapter 5).

Withdrawing from a Course

The process of withdrawing from a course enables students to formally discontinue their enrollment in a specific class during the period spanning from the Drop/Full Refund Deadline up until the semester's Withdrawal Deadline. Upon successful withdrawal, a grade of "W" is assigned, irrespective of the student's academic standing at the time of withdrawal. No prior approval is required for the withdrawal; however, students must submit a withdrawal form to initiate the process. **Discontinuing attendance and/or participation in a class does not constitute an official withdrawal**.

The "W" designation will be recorded on the student's permanent academic record, but it will have no impact on the calculation of the student's grade-point-average (GPA). It serves as an indicator that the student withdrew from the course, and it does not carry any academic weight in terms of GPA assessment, although it may have consequences for Financial Aid Satisfactory Academic Plan requirements. Visit Chapter 3 for more information.

Faculty Drop

The Faculty Drop process entails the possibility of a student being withdrawn from a course due to lack of active participation in the enrolled class. The Faculty Drop process starts at the beginning of the semester and ends at the Drop/Full Refund Deadline (consult the academic calendar). The process consists of faculty submitting a form that states the reasons for the withdrawal and the retention measures taken before the withdrawal. The course will not be recorded in the Student Information

System (SIS). The purpose of the Faculty Drop process is to cancel the student's registration in the respective course so it will not carry unwanted consequences for Financial Aid procedures. Consequently, all records related to the course enrollment are expunged from the student's permanent academic record.

Should a student perceive the faculty-initiated drop as unjustified, an avenue for appeal is available. The student has the right to contest the drop decision and seek redress through a written appeal directed to the Dean of Academics, who will consider the merits of the case and make a determination regarding the validity of the faculty-initiated drop.

Faculty Withdrawal

A Faculty Withdrawal enables faculty to withdraw a student from a course due to lack of active participation and/or excessive absences in the enrolled class. The Faculty Withdrawal process starts on *the day after* the Drop/Full Refund Deadline and ends at the Withdrawal Deadline (consult the academic calendar). Faculty Withdrawals occur when one or both of these conditions happen: (a) violation of the Attendance Policy of "Four unexcused absences may result in a withdrawal…" as outlined in the Student Handbook, and/or (b) a student fails to have active participation in the enrolled course, such as lack of submission of assignments, no active participation during class, etc. The process mirrors that of Faculty Drop with the exception that a W is recorded in the SIS.

Should a student perceive the faculty-initiated drop as unjustified, an avenue for appeal is available. The student has the right to contest the drop decision and seek redress through a written appeal directed to the Dean of Academics, who will consider the merits of the case and make a determination regarding the validity of the faculty-initiated withdrawal.

Academic Standing

See separate regulations for Financial Aid in Chapter 3 and Student Handbook.

Good Academic Standing:

In order for a student to be in good academic standing, they must maintain an overall Grade Point Average (GPA) of 2.0 or higher. Cumulative GPA is the GPA for all courses taken at a 100 level or above and does not include developmental courses below 100 level. Maintaining good academic standing status may allow students to be eligible for scholarships, travel opportunities and participation in other extracurricular activities. Students receiving Federal Financial Aid must also meet the Satisfactory Academic Progress (SAP). Please refer to Chapter 3 for more information on SAP.

Academic Alert

A student may be placed in an Academic Alert status if their **overall GPA falls below a 2.0**. After the end of each Fall, Spring, or Summer semester, TOCC will identify students whose grades cause them to be placed on Academic Alert and will notify them by TOCC email.

If a student receives information stating that they have been placed on Academic Alert, the letter will indicate what College resources can assist them in improving their academic performance, and what specific steps they must take during their next semester to return to good academic standing. The Dean of Academics may require a student to meet with an Academic Adviser, Student Success Coordinator,

and obtain regular progress reports from the student. The Dean of Academics may also restrict the number of credits a student can take while on academic alert. The goal of the Academic Alert system is to assist students to return to good academic standing and to make progress towards successful degree completion.

Academic Probation

At the end of the first academic alert semester there are four possible actions:

1. If the student's cumulative GPA is above 2.0, the student will be taken off academic alert.
2. If the student's semester GPA is above a 2.0, but their cumulative GPA is still below a 2.0, the student will be allowed to remain on academic alert.
3. If a student's cumulative and semester GPA remains below a 2.0, but the student improved their grade performance, the student will be placed on academic probation.
4. If a student's cumulative GPA is lower by the end of the academic alert semester the student will meet with the Dean of Academics and Dean of Student Services to determine whether the student will be placed on academic suspension or academic probation. If student does not meet with the Deans, the student will automatically be placed on academic suspension.

Students who are placed on academic probation will be restricted to six (6) credits for the first semester. If the student makes satisfactory progress, the student will be allowed to take up to twelve (12) credits the following semester. The student must also complete an academic plan established by Dean of Academics. A student on academic probation who does not bring their cumulative and semester GPA up to a 2.0 by the end of the second semester will be considered academically suspended.

Academic Suspension

Students who fail to meet the prescribed minimum standards during the probationary semester will be subject to academic suspension. Academic suspension entails the student's ineligibility to enroll in any classes for **one semester**. During the semester while the student is not allowed to register for classes the student can continue to work with the College to access resources that will help the student to be academically ready when they are able to return to the College and register for courses.

A student who is placed on academic suspension has the option to follow an established college appeal procedure for reinstatement. See the *TOCC Student Handbook* for details. If the appeal process is successful and the student is reinstated, they will revert to an Academic Probation status for one semester.

Students on academic probation or academic suspension are bound by additional regulations governing Satisfactory Academic Progress (SAP). In the event of academic suspension due to inadequate SAP, students have the option to appeal the decision by obtaining pertinent appeal information from the Office of the Registrar.

Academic Recognition

Academic Recognition for Full-Time Students

Academic recognition can be attained through the following distinctions

- President's Honor List: To earn a place on the President's Honor List, students must attain a semester Grade Point Average (GPA) of 4.00, successfully complete a minimum of 12 credit hours,

receive no grades of "I" (Incomplete) or "IP" (In Progress), and be in good academic and disciplinary standing with the College.

- Dean's Honor List: Students can qualify for the Dean's Honor List by achieving a semester GPA within the range of 3.50 to 3.99, completing at least 12 credit hours, not receiving any grades of "I" or "IP," and be in good academic and disciplinary standing with the College.

Academic Recognition for Part-Time Students

For the purposes of this Academic Recognition Policy, a part-time student is defined as one who is enrolled in 6-11 credit hours per semester. Academic recognition can be attained through the following distinctions:

- President’s Honor List: to qualify for the President's Honor List, a part-time student must: (a) Complete a minimum of 6 credit hours in the semester being evaluated; (b) achieve a semester grade point average (GPA) of 4.0; (c) have no incomplete ("I") grades for the semester; (d) have no grades below "A" for the semester; and (e) be in good academic and disciplinary standing with the College
- Dean’s Honor List: To qualify for the Dean's Honor List, a part-time student must: (a) Complete a minimum of 6 credit hours in the semester being evaluated; (b) achieve a semester grade point average (GPA) of 3.5 to 3.99; (c) have no incomplete ("I") grades for the semester; (d) have no grades below "C" for the semester; and (e) be in good academic and disciplinary standing with the College

Academic Integrity

Academic integrity refers to honest and ethical conduct in all aspects of academic life. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. Integrity entails a firm adherence to a set of values; the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others, as established in the T-Ṣo: ṣon.

Integrity is expected of every student within the TOCC community in all academic pursues in all venues, including but not limited to: classroom (both in-person and virtual), laboratory, internships, clinical practicum, clinics, paid positions, etc. or medium, including but not limited to: assignments, written work, data gathering, oral presentations, etc. Integrity is expected not only in formal coursework settings, but in all relationships and interactions connected to the educational process, including the use of the institution’s resources.

All forms of academic deceit, such as plagiarism, cheating, the use of Artificial Intelligence without disclosure, collusion, falsification or fabrication of results or records; permitting work to be submitted by another; or inappropriately recycling work from one class to another constitutes academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct.

Additional Information

- A student may not drop a course in which a final grade of "F" was issued as a result of academic integrity sanctions. If a student drops the course, the Academic Dean will work with the Registrar to have the student reinstated and a grade assigned, if applicable.
- A faculty member may not administratively drop a student from a course involved in the academic integrity process until a final determination has been made with regard to alleged violations and any related sanctions.
- All Academic Integrity violations are recorded in the student's record, regardless of any enrollment actions taken by the student.

Faculty Responsibilities

Faculty members bear significant responsibilities concerning academic integrity within the educational environment. These responsibilities are outlined as follows:

- Clarity in Expectations: Faculty members are obliged to provide clear and unambiguous expectations concerning academic assignments, examinations, and other academic pursuits. This includes explicitly addressing academic integrity principles in the course syllabi.
- Support for Academic Integrity: Faculty members play a vital role in upholding academic integrity by promptly reporting any incidents of academic dishonesty they encounter to the Dean of Academics.
- Determination of Violations: Faculty members hold the initial authority to determine whether a specific action warrants treatment as a violation of the Academic Integrity policy. Additionally, they have the discretion to impose appropriate sanctions in response to such violations. To facilitate this process, faculty members are required to complete the Academic Violation Form (request from the Academic Dean or find it in Appendix D), recommending sanctions that align with the severity of the student's transgression. The completed form must be submitted to the Dean of Academics, with all relevant parties signing it.

Upon receipt of the Academic Integrity Form, the Dean of Academics or an appointed representative assumes the responsibility of conducting a thorough review to ascertain the existence of any prior violations of the academic integrity policy associated with the implicated student.

Notwithstanding the authority and flexibility granted to faculty members in addressing academic integrity violations within the parameters of this policy, the Dean of Academics or a designated authority retains the prerogative to make modifications or overturn recommended sanctions if deemed appropriate in specific cases.

To ensure transparency and adherence to due process, faculty members and administrators bear the obligation of effectively communicating all pertinent procedures and final determinations related to academic integrity issues to students through the official TOCC email platform. This established mode of communication serves as the sanctioned means for disseminating official information within the institutional context.

Examples of Violations

The following actions serve as illustrative examples of behaviors that contravene the Academic Integrity Policy. It is important to note that this enumeration is not exhaustive and may not encompass every possible form of academic dishonesty:

- **Cheating**: Cheating within the academic context entails the intentional utilization of unauthorized methods, which may include the use of artificial intelligence generators to gain an unfair advantage in academic exercises, papers, or assignments. Specific instances of cheating include but are not limited to copying another student's work, sharing exam answers without proper authorization, employing prohibited aids during examinations, assuming another student's identity during an exam, altering examination answers after grading to receive undeserved credit, possessing forbidden assistance during exams, and disregarding specified time limits in examinations.
- **Fabrication/Fraud**: Fabrication/Fraud involves the deliberate and unauthorized creation or invention of data, information, or citations within academic exercises. This category encompasses instances where information is presented without adherence to established ethical guidelines, where methodological details related to data collection are omitted, and attempts to deceive faculty members or administrative personnel regarding academic work or attendance are made.
- **Facilitation**: Facilitation refers to actions in which individuals actively collaborate, support, conspire, or collude to engage in academic dishonesty. These acts include instances where students work together on individual tasks without proper authorization, knowingly allow others to copy their work and submit it for assessment, disseminate course assessment materials without authorization, and provide assistance to others in committing academic infractions.
- **Falsification**: Falsification pertains to the manipulation or misrepresentation of materials, equipment, processes, or data, leading to inaccuracies in the results of academic exercises.
- **Obtaining an Unfair Advantage**: This category examines actions that undermine fair assessment practices and hinder students' academic progress. Such actions encompass stealing, reproducing, or gaining unauthorized access to assessment materials before designated times, depriving others of access to reference materials, utilizing previously administered examinations without proper authorization, or using a Generative Artificial Intelligence medium without disclosing it.
- **Plagiarism**: Plagiarism involves the act of using or presenting another individual's original work, ideas, or creative output as one's own without providing proper attribution. This encompasses various forms of plagiarism, including direct copying, improper paraphrasing, and insufficient citation.
- **Self-Plagiarism**: Self-plagiarism is the act of reusing one's own previous work without adhering to proper citation protocols or obtaining explicit permission from the instructor. Instances of self-plagiarism may involve submitting assignments previously completed for one course to fulfill requirements in another course (or even within the same course) without obtaining specific approval from the instructor.
- **Unauthorized/Undisclosed Use of Artificial Intelligence (AI)**. Each faculty has the freedom to determine if, when, and how AI can be used in their class; such determination is stated in the course syllabus. Any violation to the AI policy established in the specific course syllabus will be considered a violation of the Academic Integrity policy and will be processed as such.

TOCC remains committed to upholding our T-Ṣo: ṣon values and fostering an environment of honesty, respect, and responsibility for all members of its academic community. Vigilance in addressing academic misconduct is crucial to maintaining the institution's academic reputation and nurturing a community of individuals who embody the principles of the Himdag.

Initial Discovery, Notification, and Sanctions:

In cases where a faculty member has a well-founded belief, with a higher probability than not, that a student has violated the Academic Integrity policy, the faculty member is required to notify the student through TOCC email. This notification should outline the alleged violation and the recommended sanction within a maximum of five (5) business days from the moment evidence supporting the claim is discovered. Faculty members are granted the authority to initiate these actions based on information acquired through their direct involvement in the course or from reliable third-party sources.

The severity of sanctions associated with violations of this policy is intended to be commensurate with the gravity of the offense. Considerations to be taken into account during sanctioning may encompass the academic level of the student, instances of repeated or continuous violations within the class (suggesting an awareness of the policy), any evidence of prior academic integrity training, and the consistency of sanctions with similar incidents within the academic institution.

The faculty-imposed sanctions may comprise, but are not limited to, issuing a written warning to the student, reducing the grade on the assignment or examination, awarding a grade of zero or "F" for the affected assessment, lowering the overall course grade by one letter grade, assigning a failing grade for the entire course, or, in applicable cases, implementing suspension or termination of employment.

Initial Meeting: Faculty and Student

At the initial meeting, the faculty member is required to provide a comprehensive explanation of the alleged violation, supported by evidence indicating the likelihood of the student violating TOCC's Academic Integrity Policy standards. In turn, the student is granted a reasonable opportunity to offer an effective response to the allegation during this meeting.

Outcomes of Initial Meeting: Faculty & Student

- If, based on the evidence available and the student's response, the faculty member concludes that it is more likely than not that no violation occurred, the incident shall be considered closed without formal reporting.
- If the student admits or acknowledges their involvement in the integrity violation(s), the faculty member may recommend any of the faculty-imposed sanctions in accordance with this policy. The student's acceptance of the sanction is documented on the Academic Integrity Form, which is then submitted to the Dean of Academics for further review.
- In the event that the student disputes the final recommendation provided by the faculty member, the student may request a review and/or meeting with the Dean of Academics. This request must be made within three (3) business days from the date of communication of the final recommendation to the student.

Next Level Meeting: Faculty, Student, & Dean of Academics

- The Dean of Academics is tasked with conducting a comprehensive review of all academic integrity violation evidence, taking into consideration materials submitted during previous stages of the academic integrity process and any recommendations made throughout the process.

- If, during the meeting involving the student, faculty member, and the Dean of Academics, the student provides compelling evidence indicating that it is more likely than not that no violation occurred, the incident shall be deemed closed without formal reporting.
- If the student admits or acknowledges the integrity violation(s), the dean may uphold the previously recommended faculty-imposed sanctions or propose additional faculty-imposed sanctions in accordance with this policy.
- The Dean of Academics holds decision-making authority concerning the validity of the alleged academic violation and the recommended faculty-imposed sanctions. They are also responsible for ensuring proper documentation.
- In situations where prior violations are discovered or the nature of the violation necessitates sanctions beyond those available to the faculty member under this policy, the Dean of Academics reserves the right to uphold imposed sactions.

Appeal Process in Academic Integrity Violations:

Students have the right to appeal decisions and/or sanctions rendered by the faculty and the Dean of Academics in cases of alleged academic integrity violations. Appeals typically arise under the following circumstances:

- If the faculty or academic unit significantly deviates from the accepted and specified standards established by the institution, academic unit, or course syllabus.
- If the standards outlined in this policy were not applied fairly or equitably to the student in question.
- If there was a substantial deviation from the procedures mandated by this policy during the investigation or decision-making process.

Time Limit on Appeal:

The initiation of the appeal process occurs when the student communicates their desire for a hearing review to the Dean of Academics **in writing**. All correspondences related to the appeal process must be conveyed through TOCC email to ensure accurate documentation. The student must commence the appeal process within 15 (fifteen) calendar days after the Faculty, Student, and Dean of Academics meeting.

Failure to submit the required materials or notify the designated administrator within the specified timeline in this policy will result in a waiver of the student's right to an appeal. In such cases, the original decision, action, or outcome from the immediate previous decision will remain final.

Extension of Time: If an extension of time is required at any stage of the appeal process, the requesting party shall present a petition, in writing, to the Academic Dean, outlining the reasons for the extension. The Academic Dean will inform all involved parties of the decision to grant or deny the extension request to ensure fairness and timely resolution of the matter.

Disability-related Accommodations: For individuals requiring disability-related accommodations to participate in a meeting or any stage of the academic integrity process, it is essential to ensure that the student's records are up-to-date with Disability Resources. Additionally, students should promptly notify the Academic Dean of any approved accommodations.

TOCC's Grading System

Grading Scheme

Grades	Value	Grade Calculated in GPA	Considered an Attempt	May be Repeated
A Superior	4	Yes	Yes	No
B Above Average	3	Yes	Yes	Yes
C Average	2	Yes	Yes	Yes
D Below Average	1	Yes	Yes	Yes
F Fail	0	Yes	Yes	Yes
P Pass	Credit	No	Yes	No
AU Audit	No	No	No	Yes
WIP Work in Progress	N/A	N/A	N/A	N/A
I Incomplete	N/A	No	No	N/A
W Withdrawal	No	No	Yes	Yes
Y Special Withdrawal	No	No	No	Yes
TR Transfer	Credit	No	Yes	N/A
X Credit by Examination	Credit	No	Yes	No
R Repeated	Credit	Yes (only highest grade)	Yes	Yes (up to two times with petition)

Non-Grade Designations Definitions

Grade	**Definition**

P Pass	Equivalent to a “C” or better without grade differentiation ordinarily indicated by the College grading system. A “P” grade may be given only when the grading schema in the course syllabus is designed as a “pass” or “fail” course. Course credit is not included in the calculation of the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA).
AU Audit	Indicates the student is enrolled in a class in order to attend, but not to earn credit. An “AU” does not indicate proficiency in the subject matter. Course credit is not included in the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA). Students wishing to audit a class must receive the written permission of the instructor and must complete AU paperwork (available through the Admissions Office) by the end of the official deadline for registration.
WIP Work in Progress	WIP shows on the transcript indicating a student is in a current class, but that grades have not yet been recorded.
I Incomplete	I on the transcript indicates the Instructor has agreed not to award a grade until work assignments agreed upon by both Instructor and student are turned in. Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if **all three** of the following conditions are met: 1. The student must be in compliance with the attendance policy. 2. There must be an unavoidable circumstance that would prohibit the student from completing the course. 3. The student must have completed over 75% of the course requirements with at least a “C” grade. An Incomplete is not a substitute for incomplete work due to frequent absences or poor academic performance. ***Work assigned as part of incomplete grades must be submitted to the instructor by the end of the ninth week of the following semester***. If a grade is not changed by the deadline due to the student not submitting the stipulated work in the Incomplete form, *the Incomplete grade will be changed to an F*. Once assignments are turned in, the instructor submits a change of grade form to the Dean of Academics who approves and then forwards the request to the Registrar who makes the official change in the student's record. Incomplete grades are considered hours attempted for Financial Aid Satisfactory Academic Progress purposes and they may impact eligibility.
W Withdrawal	A withdrawal can be initiated by the student or the faculty under the following circumstances: 1. **Before the Drop/Full Refund Deadline**. If a student does not participate in the course, and does not contact the instructors to alert them of the absences during the beginning of the semester up to the Drop/Full Refund Deadline, instructors can initiate a drop from the course. In this case, the record of enrollment in the course will not

	show in the student transcript and will not be counted as attempted hours. 2. **Withdrawal Deadline**. If a student stops participating in the class in the form of not submitting assignments, not contributing to class discussions, or being absent to the point that violates the syllabus and academic catalog attendance policies, instructors can initiate a withdrawal if the Withdrawal Deadline has not passed. A grade of "W" will show in the student transcript and will be counted as attempted hours for Satisfactory Academic Progress. 3. **Student Initiated Withdrawal**. A student can initiate a withdrawal at any point in the semester up to the Withdrawal Deadline. A grade of "W" will show in the student transcript and will be counted as attempted hours for Satisfactory Academic Progress. Students who are withdrawn by faculty have the right to appeal by submitting a petition in writing to the appropriate faculty *and* Academic Dean. Refer to the Academic Calendar for Withdrawal Deadline.
Y Special Withdrawal	A special withdrawal can happen if the Withdrawal Deadline has passed. A grade of "Y" is not a substitute for excessive absences, lack of communication by the student, or having a failing grade. A "Y" grade is not automatic. A "Y" is awarded in situations where the student **presents evidence** that there were extenuating circumstances **throughout the semester** that prohibited the student from completing the course. *When the student presents evidence that covers only time after the Withdrawal Deadline, the student can request an Incomplete* ***only if the student is passing the course***. Otherwise, the student will be awarded the earned grade in the course. A written statement *and* evidence must be submitted to the appropriate faculty who will submit it to the Academic Dean. The Academic Dean, in consultation with the appropriate faculty, will determine whether the petition is granted. A grade of "Y" is rarely used when no other grade designation is applicable.
TR Transfer	A TR grade indicates that a course was taken at another college and has been transferred in to TOCC. A "TR" is awarded for transfer credits that have been evaluated and approved by the appropriate authority. It is included in the total earned credit hours, but is not computed in the GPA or CGPA.
X Credit by Examination	X indicates credit earned by the student through a proficiency examination. It is included in the total earned credit hours but is not computed in the GPA or CGPA.
R Repeated	An R in the transcript indicates that the student repeated a course previously taken. The transcript will show that the course was repeated, and the higher grade is used to compute a student's Cumulative Grade Point Average (CGPA). **Students can only retake (repeat) a course twice**.

	Students must submit a petition to the Academic Dean to retake a course the second time.

Graduation Requirements

Students are required to ***apply for graduation the semester before the graduating term***. Meeting with a faculty advisor ahead of submitting an application for graduation is also a requirement. During the meeting, the student and advisor discuss enrollment needs for the final term of the program. Student and faculty must meet to discuss the application for graduation as it requires both parties' signatures. **Students can participate in the commencement (graduation) ceremony only if they have completed all the courses.**

Students can graduate from their program(s) of study only if the following conditions are met:

- Completion of Courses: All of the courses listed on the degree or certificate program of study that students are working toward **must be completed as well as the number of total credits in the program**.
- GPA and Grade requirements: A grade of "C" or higher in all of the General Education classes (AGEC) and in all transferable coursework is required for the degree or certificate. **An overall GPA of 2.0 or higher is required**.
- Time limit: Courses must be completed within a specified time limit. **Core courses and electives taken more than eight years prior to graduation cannot be counted toward graduation**. For areas of study that change rapidly, such as Information Technology, TOCC reserves the right to review, accept or reject, or require upgraded coursework.
- Residency requirement: Regardless of the type of degree, **at least 25% of credit hours must be earned at TOCC in order to graduate from TOCC**. This residency requirement must be met through courses numbered 100 or higher.

Application for Graduation Process

The application for graduation is a crucial step for students intending to graduate from the institution. It must be submitted during the semester preceding the intended graduation date. Specifically, the application deadlines are as follows:

- For students graduating in the Spring semester, the application for graduation is due on **November 1st of the preceding Fall** semester.
- For students graduating in the Summer or Fall semester, the application for graduation is due on **April 1st of the preceding Spring** semester.

During the semester **before** earning a certificate or degree, students must complete the following process:

- Declare a program of study if it has not been declared before.
- Meet with an academic advisor to review degree progress and to plan for timing of last courses; complete the Program of Study Checklist.

- Meet with faculty advisor to review the Program of Study Checklist and to obtain their signature to apply for graduation by the deadline. The checklist can be obtained online or through the Academic Advisor.
- Submit all paperwork to the Academic Advisor for a final checkup.
- The Academic Advisor sends it the Dean of Academics for signature.
- Dean of Academics returns the signed application to the Registrar.

Adhering to these deadlines ensures that the necessary administrative processes are carried out in a timely manner, facilitating a smooth transition towards graduation for eligible students. **Please note that all courses must be completed in order to graduate.** If the student fails a course during the last semester, and the course is part of the program of study, the student will be unable to graduate and a new application for graduation should be submitted to the advisor.

Graduation with Honors

The distinction of "Graduation with Honors" is awarded to students who have completed a minimum of 30 credit hours at TOCC and have achieved a commendable cumulative Grade Point Average (GPA) of 3.5 or higher. Specifically, students attaining a GPA within the range of 3.5 to 3.799 will graduate "with honors," while those who earn a GPA of 3.8 to 4.0 will be conferred with the distinguished title of "high honors."

This prestigious honors designation will be prominently displayed on both the students' diplomas and official transcripts, serving as a testament to their exemplary academic performance and dedication throughout their academic journey at the institution.

Participation in the Commencement Ceremony

Participation in the graduation ceremony is exclusively reserved for students who have fulfilled all the stipulated requirements as outlined in their respective program of study. No deviations or exceptions to this policy will be permitted under any circumstances. Consequently, **only those students who have successfully met all the necessary academic criteria will be eligible to partake in the commencement ceremony**, celebrating their academic achievements and completion of their chosen course of study.

Transcript Request

A transcript is a document that lists a student’s courses, grades and grade point average. An official transcript is a sealed copy of this list that has been issued by the educational institution that the student attended. To request official transcripts from TOCC, please fill out the Transcript Request Form. The form is available at the Admissions Office, or from the Academic Advisor, and is available for download from the TOCC website (www.tocc.edu).



Class of 2024
Photo Credit: Evan Thomas

Chapter 5: Degrees and Certificates



Education Division Faculty and Staff
Photo Credit: Evan Thomas

Selecting a Degree Program

In this chapter, information about degrees and certificates is presented. Many programs have different options that allow a student to have a focus on an area within their chosen field. That information may be helpful in determining the degree selection. Meeting with advisors and talking with instructors are some of the best ways to learn more about a degree and to have degree questions answered.

The degrees and certificates in this Chapter can be chosen by any student, including those who started during a different catalog year. A student who enrolled in a previous year should compare the program or certificate checklists from the catalog that was current when first enrolled (catalog of record) to the checklists in this catalog, and choose the catalog that will complete graduation requirements in the shortest amount of time (read the details about the catalog of record in Chapter 4).

Associate Degrees and General Education Goals

TOCC Associate degrees are designed to transfer to the university for completion of a Bachelor's degree, through providing the first two years (60-65 credits) of a four-year Bachelor's degree. The general education component of each degree is meant to provide students with exposure to a wide variety of

topics from art to science. In addition, degrees at TOCC provide education that fosters the development of expertise in four areas identified as General Education Goals (described below).

Four General Education Goals (GEG)

Tohono O'odham Community College Board of Trustees approved four GEG in 2004. They were developed by Faculty Senate, the Himdag Committee, and College administration. The GEG convey what a graduate from TOCC should learn from the time they begin their educational journey at TOCC to the time they graduate. Descriptions follow:

Gewkdag

Gewkdag is the strength derived from learning and practicing one's Himdag through T-Ṣo:ṣon (our core values). T- Ṣo:ṣon serves as foundational values that can be applied to academic and life experiences. These values serve to guide, build, and empower students to succeed in an ever-changing society.

Interpersonal Skills

It involves the ability to guide, involve others, and work cooperatively to accomplish tasks. It also refers to respecting the unique character and history of the world's peoples, maintaining personal courage and integrity, and having the capacity to understand critically, value and appreciate diverse perspectives, including how living things relate to one another, as well as spiritual, communal, traditional, and ceremonial dimensions.

Critical Thinking

It refers to skills in applying abstract, critical and creative thinking to practical situations. It also refers to the capacity to envision larger relationships, orders, or systems when solving problems. It involves comparing, contrasting and evaluating statements using logic, intuition, different points of view, identifying assumptions and implications, leading to a synthesis of one's own views.

Communication

It includes effective reading, writing, speaking, listening, and using information technology to express ideas clearly and appropriately for different audiences. It includes artistic expression.

Degree Components

TOCC degrees include general education requirements and core requirements.

General Education requirements refers to broad areas of learning that are incorporated into all degrees. All TOCC Associate and Associate of Applied Science degrees incorporate the Arizona General Education Curriculum (AGEC). "AGEC" courses vary somewhat according to the program of study (the major) area. Thus Business degrees have different math requirements than degrees in Science and Liberal Arts.

The advantage of having the AGEC built into TOCC degrees is that students can be assured that all of those courses will transfer to a university in Arizona. And, if a student completes the AGEC block with a

GPA of 2.5 or higher, all the credits will transfer as a block to those universities. More about the AGEC can be found in Appendix B of this catalog.

Core requirements refer to specifically tailored course offerings that support a particular major, or field of study. For example, degrees in business require "Business Law"; a degree in Early Childhood requires "Child Development," and so on. Core courses for each degree are on the degree checklists in this chapter of the catalog.

TOCC Degrees and Certificates

Each program and certificate in this chapter includes a short description and a list of the classes you need to take to earn it. The lists are the "roadmap" for you to follow from the time you sign up at TOCC until you are ready to graduate. This section introduces TOCC's degrees and certificates.

Associate Degrees

Associate degrees are designed for students who plan to transfer to four-year colleges and universities to earn Bachelor degrees after they graduate. TOCC offers a number of Associate degrees:

- Associate of Fine Arts in Art, Studio Emphasis
- Associate of Science in Biological and Biomedical Sciences
- Associate of Business in Business Administration
- Associate of Arts in Community and Public Health
- Associate of Arts Computer Information Systems
- Associate of Arts in Early Childhood Education
- Associate of Arts in Elementary Education
- Associate of Arts in Geographic Information Science
- Associate of Arts in Liberal Arts
- Associate of Arts in Pre-Professional Nursing
- Associate of Science in Natural Resources
- Associate of Science in Physical Science
- Associate of Arts in Social Work
- Associate of Arts in Tohono O'odham Studies

Associate of Applied Science (AAS) degrees

AAS degrees are designed to provide career-specific skills that lead directly to employment. Students earning these degrees may also transfer to 4-year colleges and universities, though that is not the purpose of the Associate of Applied Science track. TOCC offers a number of Associate of Applied Science (AAS).

- AAS in Business Management
- AAS in Computer Information Systems
- AAS in Early Childhood Education
- AAS in Geographic Information Science
- AAS in Management and Supervision

Certificate Programs

Certificate programs may focus on developing specific skills as a pathway to completing a degree or to prepare students for employment in a variety of occupations. TOCC offers a number of certificates in a variety of areas:

- Certificate in Casino Operations
- Culinary Art Certificate I and II
- Certificate in Community and Public Health
- Certificate in Digital Media
- Early Childhood Education Certificate I
- Early Childhood Education Certificate II
- Certificate in Geographic Information Science
- Certificate in Management and Supervision
- Certificate in Social Services
- Certificate in Solar Panel Installer
- Certificate in Substance Abuse and Addiction Studies

High School Equivalency Diploma

The College Credit Pathway is one way to earn a high school equivalency diploma through the Arizona Department of Education. The program requires students to complete 25 credit hours and to pass the Arizona Civics exam. Follow the link to learn more about the CCP.

Course Availability

TOCC offers courses in a rotation that is designed to allow students to meet all degree requirements within a two-year span. Each subject area has a specific rotation of courses. Follow the links to see the rotation for each subject or visit Appendix C: Course Availability (Rotation of Courses).

- **Quantitative Reasoning**
- **Arts**
- **Humanities**
- **Social & Behavioral Sciences**
- **Natural Sciences**

Tohono O'odham Language Courses Transfer to ASU, NAU and UA

TOCC offers four semesters of Tohono O'odham language that transfer to Arizona State University (ASU), Northern Arizona University (NAU), and University of Arizona (UA).

In addition, TOCC students who transfer to ASU, NAU or UA and have taken and passed THO 101 and THO 102 with a C or better, can meet a second semester language requirement for a bachelor's of science program. TOCC students who transfer to these universities and have taken and passed THO 201 and THO 202 with a C or better could also meet a fourth semester language requirement for any university program. (THO 106 or THO 107 do not meet the university second or fourth semester language proficiency requirements.)

Free Tuition for the Tohono O’odham Language Course

The Tohono O’odham Community College Board of Trustees approved free tuition for the O’odham Language Course. Beginning in the 2018 Summer and Fall sessions and thereafter, O'odham members from Tohono O'odham Nation can now enroll in the Tohono O’odham Language Course with free tuition. This offer is also extended to the Ak-Chin Indian Community, Gila River, and Salt River members.



Photo Credit: TOCC College Graduates, Class 2019 (Photo taken from TOCC Facebook Page)

Associate Degree Descriptions and Programs of Study

TOCC degrees and certificates are described in the following section. **Each degree consists of two sections: the AGEC section and the specialty (major) section**. A brief overview of each degree and certificate is provided along with a listing (program of study) of the courses required for each. Program learning outcomes (PLOs) are also identified. PLOs are shown as short lists that describe the various learnings that each degree is designed to lead to. They provide a shorthand that illustrates the primary areas of learning that degrees and certificates will prepare students to achieve.

Associate of Fine Arts in Art, Studio Emphasis

TOCC's Associate in Fine Art (AFA) program is designed to provide excellent preparation for students who wish to pursue a career in Art that involves transferring to another college or university. The AFA degree emphasizes both theory and practice and includes requirements for substantial hands-on creative work. The AFA Program Learning Outcomes are aligned with the National Association of Schools of Art and Design.

Program Learning Outcomes

1. PLO1. Develop a sensitive visual acuity for art and design. [NASA Standard.1]
2. PLO2. Produce expressive and communicative works that demonstrate the Design Elements and Principles and applied technique, across a range of media [NASA Standard.2]
3. PLO3. Devise workable connections between concept and media within the value system of the Tohono O'odham Himdag. [NASA Standard.3]
4. PLO4. Hold familiarity of the major artists/designers and movements of the past and present in Indigenous, Western and Non-Western cultures. [NASA Standard.4]

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su

Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	33	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
ART 100 Basic Design		3	F, S, Su
ART 104 Digital Photography I		3	F, S
ART 110 Drawing		3	F, S
ART 115 3D Design		3	F
ART 150 Color & Composition		3	S
ART 205 Painting I (prerequisite: ART 110)		3	F
ART 210 Drawing II (prerequisite: ART 110)		3	S
ART 255 Printmaking I (prerequisites: ART 110 & ART 150)		3	S
ART 290 Portfolio (Offered based on student's last semester. Prerequisite: 45 cr hr earned)		1	Depending on student graduation
	Total Core Credits	25	
Electives: Choose any two of the following classes ART 200, ART 204, ART 215, ART 220, ART 225, ART 230, ART 240, ART 251, ART 260 or ART 280.		6	Visit Appendix C: ARTS to see the rotation of courses
	Total Elective Credits	6	
	Total Credits for Degree	64	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ ART 100 Basic Design ✓ STU 101 Becoming a Master Student (Strongly recommended if student has been out of school for several years)	
Fall (16 cr hr)	**Spring (16 cr hr)**
✓ ARH 101 History of Art I ✓ WRT 101 Writing I ✓ MAT 142H College Mathematics ✓ ART 110 Drawing I ✓ ART 104 Digital Photography I	✓ HUM 260 Intercultural Perspectives ✓ WRT 102 Writing II ✓ ART 210 Drawing II ✓ ART 150 Color and Composition ✓ THO101 Elementary Tohono O'odham
Summer (3 cr hr)	
✓ HIS 122 TO History and Culture	
Fall (16 cr hr)	**Spring (17 cr hr)**
✓ PSY 101 Introduction to Pschology ✓ ART 115 3D Design ✓ ART 205 Painting I	✓ ART 290 Portfolio ✓ ART 255 Printmaking I ✓ ART 2XX Any 200-level Art Class

✓ Lab-loaded Science ✓ ART 200 level Elective, such as ART 204 Digital Photography II	✓ Lab-loaded Science ✓ ART 2XX Any 200-level Art Class ✓ SOC 101 Introduction to Sociology

Associate of Science in Biological and Biomedical Sciences

Graduates with a Biological and Biomedical Sciences degree will be equipped with the knowledge and skills to pursue careers in medicine, nutrition, physical therapy, physiology, nutrition, ecology, veterinary, and science education. This degree serves as a strong foundation for further education as well as direct entry to the workforce in laboratory settings, research, and healthcare support in technician-level roles.

Program Learning Outcomes

1. Demonstrate foundational knowledge of concepts and vocabulary in the biological sciences and related areas.
2. Design and conduct research including hypothesis formulation, literature review, experimental design, and data analysis in the context of both Indigenous and Western perspectives.
3. Display a sense of place by identifying biological issues in their community and propose a culturally appropriate solution that incorporates cultural core values.
4. Communicate clearly and accurately in both written and oral form about a contemporary biological issue and argue cogently from evidence to make informed judgments.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 220: Calculus I (prerequisites: MAT 182 or MAT 187; or placement test equivalent)	5	F, S
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	BIO 181N Unity of Life I (Prerequisite: BIO 100N or CHM 121N or higher, or instructor approval)	4	F

Total General Education Credits	34	
Core Courses	**Credits**	**Offered F: fall; S: spring; Su: Summer**
BIO 182N Unity of Life II (Prerequisite: BIO 100N or BIO 105N and MAT 142H or higher)	4	S
CHM 151N General Chemistry I (Prerequisite: MAT 151 or higher)	5	F, S, Su
CHM 152N General Chemistry II (Prerequisite: CHM 151N with a grade of C or higher)	5	S
PHY 121N Introductory Physics I (Prerequisite: Grade C or higher in MAT187 or concurrently enrolled in MAT 187)	5	F
PHY 122N Fundamentals of Physics II (Prerequisite: Grade C or higher in Physics 121N)	5	S
BIO 232 Principles of Research in Natural Science (Prerequisites: WRT 101, MAT 151, and 2 science courses)	3	S
BIO 298 Service Learning Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
BIO 299 Research Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
Total Core Credits	29	
Total Elective Credits	0	
Total Credits for Degree	63	

Sample Path Progression

Summer 1 (3 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)	
Fall 1 (14 cr hr)	**Spring 1 (15 cr hr)**
✓ WRT 101 ✓ HIS 122 ✓ MAT 142H ✓ BIO 100N	✓ WRT 102 ✓ CHM 121N ✓ MAT 151 ✓ BIO 105N
Summer 2 (7 cr hr)	
✓ Humanities course ✓ THO 101 or 106	
Fall 2 (12 cr hr)	**Spring 2 (12 cr hr)**
✓ BIO 181N ✓ BIO 232 ✓ MAT 182 or MAT 187	✓ BIO 182N ✓ MAT 220 ✓ SBS Course
Summer 3	
✓ A Student Journey (optional)	
Fall 3 (10 cr hr)	**Spring 3 (10 cr hr)**
✓ PHY 121N ✓ CHM 151N	✓ PHY 122N ✓ CHM 152N

✓ BIO 298	✓ BIO 299

Associate of Business in Business Administration

Graduates with a business degree may work in small or large companies, or work virtually from home, using their computer, telephone, and other technology. With a business degree, being an entrepreneur, opening a company, or creating an online business via the Internet are all possible outcomes. TOCC graduates with a business degree can also work for the Tohono O'odham Nation in one of the many departments of the government. This degree can be useful in various fields, including the health industry, marketing, finance, and agriculture.

The Associate of Business in Business Administration is designed for students who want to transfer to one of the public universities in Arizona as it meets the General Education requirements. The Associate of Applied Science in Business Management is a workforce degree intended for those students seeking entry-level employment upon completion.

Program Learning Outcomes

1. Utilize data driven decision making to solve issues that arise in business operations.
2. Apply economic and legal concepts to business operations.
3. Demonstrate an understanding of accounting processes.
4. Analyze the customer-oriented nature of marketing.
5. Analyze the impact of business activities on the individual, business, society and the global community.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 225: Basic Statistics (Prerequisites: MAT 151 College Algebra, or placement test equivalent and WRT 101)	3	F, S
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su

Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	32	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
ACC 101 Financial Accounting		3	F, S
ACC 102 Managerial Accounting (Prerequisite: ACC 101)		3	S
BUS 100 Introduction to Business		3	F, S, Su
BUS 220 Legal Environment of Business		3	S
ECN 202 Macroeconomics Principles		3	S, Su
MKT 111 Principles of Marketing		3	F, S, Su
Total Core Credits		18	
Electives: Choose any course designated with the following prefixes: BUS, MKT, ACC, MGT.		12	Visit Appendix C to see the rotation of courses
Total Elective Credits		12	
Total Credits for Degree		62	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ BUS 100 Introduction to Business	
Fall (14 cr hr)	**Spring (14 cr hr)**
✓ WRT 101 ✓ HIS 122 ✓ MAT 142H ✓ Lab-loaded Science	✓ WRT 102 ✓ CIS 100 ✓ MAT 151 ✓ Lab-loaded Science
Summer 2 (6 cr hr)	
✓ ART 100 ✓ MKT 111	
Fall (16 cr hr)	**Spring (15 cr hr)**
✓ ACC 101 ✓ THO 101 ✓ ECN 201 ✓ MAT 225 ✓ SOC 101	✓ ACC 102 ✓ Elective ✓ ECN 202 ✓ BUS 220 ✓ Elective

Associate of Arts in Community and Public Health

The Community and Public Health degree is designed for students who intend to transfer to a Bachelor of Science in Community and Public Health (BS CPH) degree program. Students should contact the university that they intend to transfer to for specific requirements for their Nursing degree program. This degree equips students with the knowledge and skills to address critical health challenges at a broader level. Public health is a robust and growing field that can lead to career opportunities across a variety of sectors such as federal, state and local governments, private corporations, and non-governmental organizations.

Program Learning Outcomes

1. Demonstrate foundational scientific knowledge, vocabulary, and skills appropriate for students seeking careers in community and public health.
2. Identify community public health issues and propose a culturally appropriate solution that incorporates cultural core values.
3. Compare the organization, structure, and function of healthcare, public health, and regulatory systems at local, tribal, and national levels.
4. Discuss how structural bias, social inequities, and racism impact health and create challenges in achieving equity.
5. Communicate culturally informed public health content effectively, both in writing and in oral presentations.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 151 College Algebra (Prerequisite: MAT 142H)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	PSY 101 Introduction to Psychology and Choose one 3-credit courses from Social and Behavioral Science.	6	F, S, Su
Natural Science	BIO 127N Human Nutrition and Biology	4	F, S, Su
Total General Education Credits		33	
Core Courses		**Credits**	**Offered**

		F: fall; S: spring; Su: Summer
BIO 181N Unity of Life I (Prerequisite: BIO 100N or CHM 121N or higher, or instructor approval)	4	F, S
BIO 182N or CHM 152N (Prerequisite: BIO 100N or BIO 105N and MAT 142H or higher - excluding MAT146 and MAT147) or CHM 152N (prerequisite: CHM 151N)	4-5	S
CHM 151N General Chemistry I (Prerequisite: MAT 151 or higher)	5	F, S, Su
MAT 225 Basic Statistics (Prerequisite: WRT 101 and MAT 151)	3	F, S
THO 102 Elementary Tohono O'odham II (Prerequisite: THO 101)	4	F
CPH 101 Exploring Careers in Health Professions	2	F, S, Su
CPH 178 Personal Health and Wellness (Pre or corequisite: WRT 101)	3	F
CPH 200 Intro to Community and Public Health (Prerequisite: CPH 178 and WRT 102)	3	S
BIO 298 Service-Learning Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
Total Core Credits	29-30	
Total Elective Credits	0	
Total Credits for Degree	62-63	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ HIS 122 ✓ HUM Elective	
Fall 1 (17 cr hr)	**Spring 1 (15 cr hr)**
✓ WRT 101 ✓ MAT 142H or placement ✓ THO101 ✓ BIO 100N ✓ CPH 101	✓ WRT 102 ✓ CHM 121N ✓ MAT 151 ✓ BIO 127N
Summer 2 (6 cr hr)	
✓ ART 100 or other ART course ✓ PSY 101	
Fall 2 (17 cr hr)	**Spring 2 (15 cr hr)**
✓ THO 102 ✓ CHM 151N ✓ BIO 181N ✓ CPH 178 ✓ BIO 298	✓ CHM 152N or BIO 182N ✓ CPH 200 ✓ SBS Elective ✓ MAT 225 ✓ BIO 299

Associate of Arts in Computer Information Systems

The Computer Information Systems program covers developing and maintaining information systems that support organizations technical infrastructure. Students will learn about computer hardware and software, creating and supporting databases, building a network, configuring networks, cyber-security fundamentals, and project management which prepares students for entry-level positions as system administrators, network administrators, support technicians, and applications specialists in the computer information services industry. Graduates may enter a Baccalaureate Degree program and/or sit for the Certified Information Systems Security Professional (CISSP), Project Management Professional (PMP), and/or the Certified Cisco Network Associate (CCNA) network certification examinations.

Program Learning Outcomes

1. Technical Skills: Develop proficiency in programming languages, database management, and network administration.
   a. Measurable Objective: Students will demonstrate proficiency in at least one programming language and complete projects showcasing their ability to analyze and implement secure databases and network configurations.
2. Problem-Solving: Enhance critical thinking abilities to analyze and solve basic IT problems.
   a. Measurable Objective: Students will successfully troubleshoot and resolve at least two simulated IT problems during lab exercises or projects.
3. Communication: Improve communication skills for effective analysis, technical documentation, and presentations.
   a. Measurable Objective: Students will deliver a technical presentation or write a report demonstrating clear communication of basic IT concepts and solutions.
4. Ethical Awareness: Understand and apply basic ethical principles in IT practices.
   a. Measurable Objective: Students will identify ethical considerations in IT scenarios and propose solutions aligned with fundamental professional standards and the Tohono O'odham Himdag.
5. Collaboration: Work effectively in teams on basic IT projects.
   a. Measurable Objective: Students will participate in group projects and receive peer evaluations demonstrating their contribution to team goals.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su

Quantitative Reasoning	MAT 225: Basic Statistics (Prerequisites: MAT 151 College Algebra, or placement test equivalent and WRT 101)	3	F, S, Su; MAT 225 F, S
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	32	
Core Courses All Core and Elective Courses have CIS 100 and MAT 142H as a Prerequisite (except CIS 100)		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CIS 100 Introduction to Computers		3	F, S, Su
CIS 119 Introduction to SQL		3	F
CIS 127 Programming and Problem Solving I		3	S
CIS 140 Introduction to Risk Management		3	F, S
CIS 210 Introduction to System Administration		3	F
CIS 280 IT Project Management		3	F
Total Core Credits		18	
Recommended Electives			
CIS 234N Cybersecurity and Network Defense		4	F
CIS 240N Network Security		4	S
CIS 250N Coding Fundamentals		4	F
Total Elective Credits		12	
Total Credits for Degree		62	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ CIS 100	
Fall (13 cr hr)	**Spring (14 cr hr)**
✓ WRT 101 ✓ HIS 122 ✓ MAT 142H ✓ Lab-loaded Science	✓ WRT 102 ✓ CIS 127 ✓ MAT 151 ✓ Lab-loaded Science
Summer 2 (6 cr hr)	
✓ SOC 101 ✓ PSY 101	
Fall (16 cr hr)	**Spring (12-13 cr hr)**
✓ THO 101	✓ CIS 280

✓ CIS 119 ✓ CIS 140 ✓ CIS 210 ✓ MAT 225	✓ CIS 240N ✓ CIS 250N ✓ Any ART course

Associate of Arts in Early Childhood Education

An Associate of Arts degree in Early Childhood Education prepares students to become competent early childhood educators that are interested in working in a paraprofessional role with young children and families. The degree is designed for transferring to a university to complete a 4-year degree program, although graduates can also go directly into an early childhood employment setting. Students gain specialized knowledge and implement best practices in early childhood education. ECE graduates are employed in many settings such as Head Start, day-care centers, in-home support services, and other entry level child-centered positions. Tohono O'odham Community College also offers an Associate of Applied Science in Early Childhood Education that is meant for direct employment. *Please note that you may be required to obtain a Fingerprint Clearance Card and that some courses may require observation/internship hours.*

Program Learning Outcomes

1. Promoting Child Development and Learning: Describe and defend the principles and theories of child development and implement developmentally appropriate activities through mastery of child development for children ages birth to eight years. (NAEYC 6; ZTT 1) (ECE 105, ECE 217)
2. Building Family and Community Relationships: Demonstrate knowledge of family and community dynamics that support and empower families through respectful and reciprocal relationships within diverse populations, contexts, and Tohono O'odham communities. (NAEYC 2; ZTT 2) (ECE 110 & ECE 228)
3. Health, Safety & Nutrition: Analyze and explain the special conditions, health, developmental, protective and risk factors that may affect the development of young children, prenatal through age eight. (NAEYC 1; ZTT 4) (ECE 125)
4. Observing, Documenting, and Assessing to Support Young Children and Families: Demonstrate proficiency in observation and documentation of children's progress. Includes the use of observation, documentation, and assessment to establish learning goals and activities for the benefit of children's developmental and educational needs. (NAEYC 3; ZTT 4) (New Course: Early Childhood Observation and Assessment)
5. Using Developmentally Effective Approaches to Connect with Children and Families: Demonstrate knowledge of family and community dynamics that support and empower families through a respectful and reciprocal relationship. (NAEYC 5) (ECE 226 & ECE 228)
6. Using Content Knowledge to Build Meaningful Curriculum: Plan a culturally and linguistically responsive learning environment for young children that is responsive to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. (NAEYC 3; ZTT 4) (New Course: Effective Curriculum Design for Teachers of Young Children)
7. Becoming a Professional: Demonstrate professional ethics and defend professional decisions based on the knowledge of early childhood theories and practices and the principles of the National Association for the Education of Young Children Code of Ethical Conduct. (NAEYC 6; ZTT 7) (ECE 105 & ECE 291)

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II (I)	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	HIS 141 History of the United States I	3	F, S, Su
	POS 210 National and State Constitutions	3	F, S, Su
Natural Sciences	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	33	

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
ECE 110 Emergent Language and Literacy	3	F
EDU 202 Introduction to Special Education and the Exceptional Learner	3	F, S, Su
ECE 125 Health, Safety, & Nutrition	3	F
EDU 200 Introduction to Education	3	F, S
ECE 217 Child Development	3	F, S, Su
ECE 226 Effective Interactions and Guidance	3	S
ECE 228 Family, Culture, and Community	3	S
MAT 146 Mathematics for Elementary Teachers I	3	F, S
MAT 147 Mathematics for Elementary Teachers II	3	F, S
ECE 230 Early Childhood Curriculum Development or ECE 232 Early Childhood Observation and Assessment	3	ECE 230 F; ECE 232 S
ECE 291 Internship for Students with Experience in Early Childhood	4	F, S
Total Core Credits	34	
Total Elective Credits	0	
Total Credits for Degree	67	

Sample Path Progression

Summer 1 (6 cr hr)

✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ HIS 141 History of the United States I	
Fall (14 cr hr)	**Spring (15 cr hr)**
✓ WRT 101 ✓ MAT 142H ✓ ECE 217 ✓ Lab-loaded Science	✓ WRT 102 ✓ ECE 110 ✓ POS 210 ✓ EDU 200 ✓ MAT 146
Summer 2 (6 cr hr)	
✓ ECE 111 or EDU 202 ✓ HIS 122	
Fall (13-16 cr hr)	**Spring (14-17 cr hr)**
✓ MAT 147 ✓ ECE 125 ✓ ECE 230 (only if ECE 232 will not be taken) ✓ ART course ✓ Lab-loaded Science	✓ THO 101 ✓ ECE 226 ✓ ECE 228 ✓ ECE 291 ✓ ECE 232 (only if ECE 230 has not been taken) ✓ Humanities Course

Associate of Arts in Elementary Education

This degree prepares students to transfer to a university to complete a 4-year degree in Elementary Education and receive a teaching certificate, but it also prepares para-professionals for grades kindergarten to eighth grade. *Please note that you may be required to obtain a Fingerprint Clearance Card and that some courses may require observation/internship hours.*

Program Learning Outcomes

1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Apply understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Recognize and create learning environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Understand and utilize multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
5. Plan instruction that utilizes a variety of instructional strategies to supports students in meeting learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
6. Students will understand and articulate a commitment to indigenizing the curriculum by identifying how they will privilege Tohono O'odham language, culture, and history in their educational practices.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	HIS 141 History of the United States I	3	F, S, Su
	POS 210 National and State Constitutions	3	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	33	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
EDU 200 Introduction to Education		3	F, S, Su
EDU 201 Diversity in Education		3	F
EDU 202 Introduction to Special Education and the Exceptional Learner		3	S
EDU 203 Classroom and Classroom Relationship Management		3	S
EDU 215 Structured English Immersion In Grades K-8		3	F, Su
MAT 146 Mathematics for Elementary Teachers I		3	F
MAT 147 Mathematics for Elementary Teachers II		3	S
	Total Core Credits	21	
Choose any 2 electives: EDU 204, EDU 205, EDU 220, EDU 240, EDU 217		6	F, S, Su
	Total Elective Credits	6	
	Total Credits for Degree	60	

Sample Path Progression

Summer 1 (3 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)	
Fall (14 cr hr)	**Spring (15 cr hr)**

✓ WRT 101 ✓ EDU 201 ✓ BIO 100N ✓ MAT 142H	✓ WRT 102 ✓ ART Course ✓ EDU 202 ✓ HIS 122 ✓ HIS 141
Summer 2 (3 cr hr)	
✓ EDU 200	
Fall (16 cr hr)	**Spring (13 cr hr)**
✓ MAT 146 ✓ EDU 205 or EDU 240 ✓ BIO 105N ✓ POS 210 ✓ Humanities Course	✓ MAT 147 ✓ EDU 203 ✓ EDU 215 ✓ THO 101

Associate of Art Geographic Information Science

The Associate of Art in Geographic Information Science is designed to prepare graduates who are well-trained, critical and independent thinkers, and technically proficient in the basic principles of geographic information science. Students completing this program are prepared to transfer to a wide range of bachelor's degree programs including geography, natural resources, environmental science, geology, agriculture, economics, civil/environmental engineering, GIS, among others. This program offers students flexibility in choosing future majors while exploring human and environmental issues alike with a geographic perspective. Graduates will be grounded with a strong foundation in GIS, field mapping, and spatial thinking, skills that will help them excel at the university and beyond.

Program Learning Outcomes:

Students successfully completing this degree will be able to demonstrate proficiency in the following areas:

1. Field Mapping and basic GNSS Skills
2. Acquiring Data
3. Creating and Critiquing Maps
4. Thinking Critically and Spatially
5. Analyzing Patterns in Spatial Data
6. Using Maps to Understand the World Around Us

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham	4	F, S, Su

	(fulfills 4 cr. Written & Oral Communications requirement)		
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 151 College Algebra (Prerequisite: MAT 142H)	4	F, S, Su
Arts and Humanities	Recommended: ART 100, ART 115, or ART 150: and choose any one courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	GEO 103: Cultural Geography	3	S
	Choose one course from: Social and Behavioral Science.	3	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
Total General Education Credits		33	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
MAT 225: Basic Statistics		3	F, S
CIS 100: Introduction to Computers		3	F, S, Su
GEO 170: Introduction to Geospatial Technology		3	F, S, Su
GEO 217: Introduction to Global Positioning Systems		2	S, Su
GEO 267: Introduction to GIS (Prerequisite: GIS 170)		3	F, S
GEO 277: Advanced Geographic Information Systems (Prerequisites: Completion of CIS 100 (Intro to Computers), and completion of GEO 267 (Intro to GIS), or equivalent course with a grade of B or higher, or permission of instructor)		3	F, S
GEO 285: Internship in GIS (Prerequisite: GEO 217 and GEO 267 or equivalent courses AND permission of instructor)		3	F, S, Su
Total Core Credits		20	
Electives: Choose from the following courses: GEO 205N, ANR 128N, ANR 210N, ANR 225N, ANR 286N, or ANR 290N or any 200 level GEO course.		7-8	Visit Appendix C to see the rotation of courses
Total Elective Credits		7-8	
Total Credits for Degree		60-61	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ CIS 100 Introduction to Computers	
Fall (14 cr hr)	**Spring (14 cr hr)**

✓ WRT 101 ✓ GEO 170 ✓ GEO 101N ✓ MAT 142H	✓ WRT 102 ✓ THO 101 ✓ Lab-loaded science course ✓ GEO 103
Summer 2 (6 cr hr)	
✓ HIS 122 ✓ ART 100	
Fall (15 cr hr)	**Spring (13 cr hr)**
✓ GEO 217 ✓ GEO 267 ✓ ART Elective ✓ MAT 151 ✓ SBS Course	✓ GEO 277 ✓ Humanities Elective ✓ GEO 285 ✓ GEO Elective ✓ MAT 225

Associate of Arts in Liberal Arts

TOCC offers the Associate of Arts in Liberal Arts for students who are interested in a broad-based college education that allows them the freedom to choose a variety of subjects during their first two years in college. The AALA degree concentrations are also designed for transfer to four-year colleges and universities with a specialized block of courses. A degree in liberal arts provides a variety of career options such as law, journalism, publishing, and government service among others.

Program Learning Outcomes

1. Actively and critically read, interpret, and analyze diverse texts.
2. Clearly articulate ideas, arguments, and topics through writing and public speaking appropriate to specific audiences.
3. Research topics through evaluating, citing, and documenting various sources.
4. Explain a socio-political issue from multiple perspectives, including the T-Ṣo:ṣon.
5. Integrate concepts and methods of the physical and/or biological sciences to make informed judgments

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su

Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
Total General Education Credits		33	
Core Courses		**Credits**	**Offerings vary by course selection**
LIT 274 Native American Literature		3	F, S
PHI 101 Introduction to Philosophy		3	F, S, Su
Total Core Credits		6	
Electives: Choose 7 courses from: LIT 290, TRA 104, or HUM 260; or any course with prefix TOC, ARH, ART and HIS		21	F, S, Su
Total Credits for Elective		21	
Total Credits for Degree		60	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ HIS 122	
Fall (14 cr hr)	**Spring (14 cr hr)**
✓ WRT 101 ✓ Lab-loaded course ✓ SBS course ✓ MAT 142H	✓ WRT 102 ✓ THO 101 or 106 ✓ PHI 101 ✓ Lab-loaded course
Summer 2 (6 cr hr)	
✓ SBS Course ✓ Art/Humanities course	
Fall (12 cr hr)	**Spring (12 cr hr)**
✓ LIT 174 ✓ HIS 274 ✓ Elective ✓ SPE/COM course	✓ LIT 274 ✓ Elective 200 and above ✓ Elective 200 and above ✓ Elective 200 and above

Associate of Arts in Pre-Professional Nursing

The Pre-Professional Nursing degree is designed for students who intend to transfer to a Bachelor of Science in Nursing (BSN) degree program. Students should contact the university that they intend to transfer to for specific requirements for their Nursing degree program. This degree requires MAT 142H College Mathematics, and MAT 225 Introduction to Statistics.

Program Learning Outcomes

1. Demonstrate foundational scientific knowledge, vocabulary, and skills appropriate for students seeking positions in the healthcare field.
2. Apply the scientific method to develop procedures to study questions and analyze data that typically arise within scientific fields of study.
3. Display a sense of place by identifying community health issues and proposing a culturally appropriate solution that incorporates cultural core values.
4. Communicate clearly and accurately in both written and oral form about a contemporary scientific issue and argue cogently from evidence to make informed judgments.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 151 College Algebra (Prerequisite: MAT 142H)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	PSY 101 Introduction to Psychology (recommended) and one additional course in Social and Behavioral Science.	6	F, S, Su
Natural Science	BIO 127N: Human Nutrition and Biology	4	F, S, Su
	BIO 181N: Unity of Life I: Life of the Cell (Prerequisite: BIO 100N or CHM 121N or higher or instructor approval)	4	F, S
Total General Education Credits		37	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
PSY 240 Human Growth and Development		3	F, S, Su
CHM 151N General Chemistry I or CHM 130N Fundamental Chemistry (Prerequisite: : MAT 151 or higher)		5	F, S, Su
CHM 152N General Chemistry II or CHM 140N Fundamental Organic and Biochemistry (Prerequisite: With a grade of C or higher in CHM 151N)		4-5	S

MAT 225 Basic Statistics (Prerequisite: MAT 151)	3	F, S
BIO 201N Anatomy & Physiology I (Prerequisite: BIO 181N with a grade of C or better)	4	F
BIO 202N Anatomy & Physiology II (Prerequisite: BIO 201N with a grade of C or better)	4	S
BIO 205 Microbiology	3	F
BIO 298 Service-Learning Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
BIO 299 Research Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
Total Core Credits	28-29	
Total Elective Credits	0	
Total Credits for Degree	65-66	

Sample Path Progression

Summer 1 (7 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ HIS 122 ✓ BIO 100N	
Fall 1 (15 cr hr)	**Spring 1 (18 cr hr)**
✓ WRT 101 ✓ MAT 142H ✓ THO101 ✓ BIO 127N	✓ WRT 102 ✓ THO 102 ✓ MAT 151 ✓ BIO 181N ✓ PSY 240
Summer 2 (7 cr hr)	
✓ PSY 101 ✓ CHM 121N	
Fall 2 (15-16 cr hr)	**Spring 2 (12-13 cr hr)**
✓ CHM 151N or CHM 130N ✓ MAT 225 ✓ BIO 298 ✓ BIO 201N ✓ ART course	✓ CHM 152N or CHM 140N ✓ BIO 202N ✓ BIO 205 ✓ BIO 299 ✓ PHY 122N

Associate of Science in Natural Resources

TOCC's Associate of Science in Natural Resources degree is intended as a transfer degree to a four-year institution, although students could go directly into the workforce as environmental technician, park ranger, forester, etc. This degree provides a solid foundation in the conservation and management of water, animal populations, rangelands, wildlands, fisheries and human impacted landscapes. Careers include wildlife or fisheries biologist, hydrologist, rangeland management specialist, game warden, park ranger, and forestry technician.

Program Learning Outcomes

1. Demonstrate knowledge of ecological processes, including human impacts that influence ecosystems change, natural succession and the future sustainability of natural resources.
2. Design and conduct research including hypothesis formulation, literature review, experimental design, and data analysis in the context of both Indigenous and Western perspectives.
3. Display a sense of place by identifying a natural resources issue in their community and propose a culturally appropriate solution that incorporates cultural core values.
4. Communicate clearly and accurately in both written and oral form about a contemporary natural resources issue and argue cogently from evidence to make informed judgments.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 220: Calculus I (prerequisites: MAT 182 or MAT 187)	5	F, S
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	ECN 202 and choose any one course from: Social and Behavioral Science.	6	F, S, Su
Natural Science	BIO 105N Environmental Biology	4	F, S, Su
	Total General Education Credits	34	

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
BIO 181N Unity of Life I (Prerequisite: BIO 100N or CHM 121N or higher or instructor approval)	4	F, S
BIO 182N Unity of Life II (Prerequisite: BIO 100N or BIO 105N and MAT 142H or higher)	4	S
CHM 151N General Chemistry I (Prerequisite: MAT 151 or higher)	5	F, S, Su
CHM 152N General Chemistry II (Prerequisite: CHM 151N with a grade of C or higher)	5	S
ANR 286N Water Resources	4	F

ANR 290N Wildlife Conservation (Prerequisite: BIO 105N) or ANR 221N Soil Science	4	F
BIO 232 Principles of Research in Natural Science (Prerequisites: WRT 101, MAT 151, Two science required courses)	3	S
BIO 298 Service Learning Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
BIO 299 Research Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
Total Core Credits	31	
Total Elective Credits	0	
Total Credits for Degree	65	

Sample Path Progression

Summer 1 (3 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)	
Fall 1 (14 cr hr)	**Spring 1 (15 cr hr)**
✓ WRT 101 ✓ HIS 122 ✓ MAT 142H ✓ BIO 100N	✓ WRT 102 ✓ CHM 121N ✓ MAT 151 ✓ BIO 105N
Summer 2 (7 cr hr)	
✓ Humanities course ✓ THO 101 or 106	
Fall 2 (12 cr hr)	**Spring 2 (12 cr hr)**
✓ BIO 181N ✓ BIO 232 ✓ MAT 187	✓ BIO 182N ✓ MAT 220 ✓ SBS Course
Summer 3	
✓ A Student Journey (optional)	
Fall 3 (14 cr hr)	**Spring 3 (10 cr hr)**
✓ ANR 286N ✓ ANR 290N ✓ CHM 151N ✓ BIO 298	✓ ANR 221N ✓ CHM 152N ✓ BIO 299

Associate of Science in Physical Science

TOCC's Science programs include an Associate of Science in Physical Science degree for transfer with the following concentrations: Astronomy, Physics, Computer Science and Engineering. All options in the AS Physical Science degree emphasize thorough preparation of students who plan to transfer to four-year colleges and universities after they graduate from TOCC. The AS Physical Science degree can help a

student attain admission to one of Arizona's public universities as a junior and prepares students for transfer to fields such as engineering, computer science or physical sciences like astronomy, physics or geology.

Program Learning Outcomes

1. Demonstrate foundational knowledge of science and technical topics relevant to physical sciences or engineering.
2. Design and conduct experiments and proficiently analyze and interpret data in the context of both indigenous and western perspectives in physical sciences or engineering.
3. Display a sense of place, by being able to identify engineering, scientific or technical issues on the Tohono O'odham Nation and propose a culturally-appropriate solution.

b. Apply critical and creative thinking skills to solve problems.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 220 Calculus I (prerequisites: MAT 182 or MAT 187)	5	F, S, Su; MAT 220 S
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	PHY 121N Fundamentals of Physics I (Prerequisite: Grade of C or higher in MAT187 or concurrently enrolled in MAT 187)	5	F
	Total General Education Credits	35	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CHM151N: General Chemistry I (Prerequisite: MAT151 or higher)		5	F, S, Su
CHM152N: General Chemistry II (Prerequisite CHM151N with a grade of C or higher)		5	S
PHY122N: Fundamentals of Physics II (Prerequisite: Grade C or higher in PHY121N)		4	S

PHY 232 Principles of Research in the Natural Sciences (Prerequisites: Declared major in A.S. Physical Science and completion of general education requirements)	3	F, S
PHY 298 Service Learning Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
PHY 299 Research Practicum (Prerequisite: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.)	1	F, S
Total Core Credits	19	
Electives: Choose any of the following courses: AST101N, AST102N, CIS127, EGR102N, GEO101N, GLG101, any MAT above 220, PHY210N, PHY216N, PHY295, SCI100, SCI290	7	Visit Appendix C to see the rotation of courses
Total Elective Credits	7	
Total Credits for Degree	61	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ SBS Course ✓ HIS 122	
Fall (15 cr hr)	**Spring (15 cr hr)**
✓ WRT 101 ✓ MAT 142H or placement ✓ THO101 or 106 ✓ Science Elective	✓ WRT 102 ✓ Science Elective ✓ MAT 151 ✓ Science Elective
Summer 2 (7 cr hr)	
✓ Science Elective ✓ Humanities course	
Fall (16 cr hr)	**Spring (14 cr hr)**
✓ MAT 187 ✓ CHM 151N ✓ PHY 121N ✓ PHY 298	✓ CHM 152N ✓ PHY 232 ✓ MAT 220 ✓ PHY 299

Associate of Arts in Social Work

Social Work is a professional field that aims to help individuals, groups, and communities alleviate social welfare issues such as mental health issues, poverty, homelessness, drug/alcohol addiction, family and community violence, and psychological and social aspects of physical illness. With an associate degree individuals can enter the field of social services as an entry level paraprofessional. To become a professional social worker, students must continue their education and complete a bachelor's degree in Social Work. TOCC prepares students to transfer to a university to complete their professional education.

Program Learning Outcomes

1. Demonstrate Comprehensive Understanding of Social Work Theory and Practice
    a. Knowledge: Students will possess a deep understanding of the theoretical foundations of social work, including various theoretical perspectives, historical contexts, and contemporary trends.
    b. Skills: Students will apply theoretical knowledge to assess and intervene in diverse client systems, demonstrating proficiency in utilizing evidence-based interventions and ethical decision-making frameworks.
    c. Abilities: Students will demonstrate the ability to critically analyze social issues, advocate for social justice, and collaborate effectively with clients, communities, and interdisciplinary teams to address systemic inequalities and promote positive social change.
2. Cultivate Cultural Competence and Responsiveness
    a. Knowledge: Students will acquire knowledge of diverse cultural practices, beliefs, and identities, with a particular emphasis on understanding the cultural context of the populations they serve, including the Tohono O'odham Nation, Indigenous communities, and marginalized and minority communities.
    b. Skills: Students will demonstrate cultural congruence in their interactions with clients and communities, employing culturally sensitive communication, assessment, and intervention strategies to meet the unique needs and preferences of diverse individuals and groups.
    c. Abilities: Students will develop the ability to recognize and challenge cultural biases and stereotypes, engage in self-reflection and ongoing learning to enhance cultural humility, and advocate for culturally responsive policies and practices within social service systems.
3. Demonstrate Professional Values, Ethics, and Decision-Making
    a. Knowledge: Students will comprehend the ethical principles, values, and codes of conduct that guide professional social work practice as dictated by the National Association of Social Workers.
    b. Skills: Students will demonstrate ethical decision-making skills in complex and challenging situations, applying ethical frameworks and critical thinking to navigate dilemmas and conflicts within professional practice.
    c. Abilities: Students will integrate ethical principles into their practice, maintaining professional boundaries, confidentiality, and integrity while upholding the rights and dignity of clients, colleagues, and communities. They will also advocate for ethical and socially just policies and practices at individual, organizational, and systemic levels.
4. Demonstrate Cultural Competence and Cultural Congruent Practice
    a. Knowledge: Students will develop cultural and diversity awareness and cultural congruent practice necessary to serve diverse populations respectfully, particularly focusing on the needs of the Tohono O'odham, Southwestern peoples, and other diverse communities.
    b. Measurable Outcome: Through experiential activities, cultural immersion experiences, and reflective journals, students will demonstrate increased awareness of cultural diversity and their ability to adapt their practice to meet the needs of diverse populations effectively.

Students interested in working with individuals who have substance abuse and addictions issues should also consider the Certificate in Substance Abuse and Addiction Studies.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su
Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	33	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
SWU 171 Introduction to Social Work		3	F, S, Su
SWU 232 Case Reporting and Documentation (pre or corequisite: SWU 171)		3	F, S
SWU 291 Social Service Delivery Systems (Pre or corequisite: SWU 171)		3	F, S
SWU 295 Foundations of Social Work Practice: Effective Helping in a Diverse World (Prerequisite SWU 171 and WRT 101)		3	Su
POS 110 American National Government		3	F, S, Su
	Total Core Credits	15	
Electives: Highly recommended for this degree: Choose any course designated with the following prefixes: ECE, PSY, SOC, SSE, SWU, TOC, TOS or specifically ECN 202, GEO 103, PSY 132, AIS 200, HIS 262, LIT 274, TOS 115, GEO 205N		12	Visit Appendix C to see the rotation of courses
	Total Elective Credits	12	
	Total Credits for Degree	60	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ PSY 101	
Fall (14 cr hr)	**Spring (13 cr hr)**

✓ WRT 101 ✓ MAT 142H or placement ✓ BIO 100N ✓ HIS 122	✓ WRT 102 ✓ SWU 171 ✓ POS 110 ✓ THO101 or 106
Summer 2 (6 cr hr)	
✓ ART course ✓ Humanities course	
Fall (13 cr hr)	**Spring (12 cr hr)**
✓ ECN 201 ✓ BIO 160N ✓ PSY 240 ✓ SWU 291	✓ ECN 202 (Elective) ✓ Elective ✓ SWU 232 ✓ SWU 295

Associate of Arts in Tohono O'odham Studies

The Tohono O'odham Studies program will enable students and the broader community to achieve an inclusive education in the traditional and contemporary O'odham way of life. The program will build a strong foundation for students to either transfer to Arizona's public universities or to enter the workforce in the O'odham community or in an entity that serves the O'odham community.

Program Learning Outcomes

1. Differentiate between traditional and non-traditional O'odham customs.
2. Describe the relationship of Culture and Identity to Empowerment.
3. Analyze Present, Past and Future issues that affect the O'odham community.
4. Display communicative competency at an intermediate level in written and oral Tohono O'odham.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Choose any 2 courses from: Arts or Humanities	6	F, S, Su

Social and Behavioral Sciences	Choose any 2 courses from: Social and Behavioral Science.	6	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
Total General Education Credits		33	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
HIS 125 Tohono O'odham History and Culture II (Prerequisite: HIS 122)		4	F, S
THO 102 Elementary Tohono O'odham II		4	F, S, Su
TOS 115 Foundations of O'odham Philosophy and Culture		3	F, S
TOC 150 Tohono O'odham Food Systems		3	Su
TOC 226/POS 226 Tohono O'odham Nation Government (Prerequisite: Completion of WRT 101)		3	F, Su
TOS 230 Contemporary O'odham and Native American Issues (Prerequisite: WRT 101 Pre- or correquisite of HIS 122 or TOC 226/POS 226)		3	F
TOS 240 Academic Writing about the Tohono O'odham (Prerequisite: WRT 102)		3	S
THO 201 Intermediate Tohono O'odham (Prerequisite: THO 102)		4	F
THO 202 Advanced Tohono O'odham (Prerequisite: THO 201)		4	S
Total Core Credits		31	
Total Elective Credits		0	
Total Credits for Degree		64	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ HIS 122	
Fall (14 cr hr)	**Spring (13 cr hr)**
✓ WRT 101 ✓ THO 101 ✓ MAT 142H ✓ Lab-loaded Science course	✓ WRT 102 ✓ HIS 125 ✓ THO 102 ✓ TOS 115
Summer 2 (6 cr hr)	
✓ TOC 150 ✓ TOC/POS 226	
Fall (11-14 cr hr)	**Spring (10-13 cr hr)**
✓ Lab-loaded Science course ✓ TOS 230 ✓ THO 201 ✓ TOS 120 (or take TOS 121 in Spring)	✓ THO 202 ✓ SBS Elective ✓ TOS 121 (or TOS 120 in the Fall) ✓ TOS 240

Associate of Applied Science Degree Descriptions and Programs of Study

Associates of Applied Science are designed for direct employment after the completion of the program. This type of associate degree is also good for individuals who are looking to expand their current career field and for advancement opportunities. While most all the credits in an applied science degree do transfer to other colleges and universities, unlike the Associates degree (Arts or Science), Associates of Applied Sciences usually focus more on career related courses and courses that help in direct employment. This means that this degree may not meet all the general education requirements if a student wants to transfer to a four-year university for a bachelor's degree. For more information, consult with one of the TOCC advisers to help determine if an Associates of Applied Science or Associates of Arts or Science is better for you and your career and life goals. Associates of Applied Science offered include:

- Associate of Applied Science in Business Management
- Associate of Applied Science in Computer Information Systems
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Geographic Information Science
- Associate of Applied Science in Management and Supervision

AAS in Business Management

The Associate of Applied Science in Business Management is a workforce degree intended for those students seeking entry-level employment upon completion. Students who are considering continuing their education after their Associates Degree should consider the Associate of Business in Business Administration.

Program Learning Outcomes

1. Develop and demonstrate the ability to use data to solve common issues that arise in business operations.
2. Develop and demonstrate knowledge of basic organizational and procedural principles of business.
3. Develop and demonstrate a basic level of understanding of the economic and legal contexts for business operations.
4. Develop and demonstrate the ability to plan the needed activities to start and manage a small business.

Program of Study

General Education Category	Course Requirement	Credits	Offered F: fall; S: spring; Su: summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham	4	F, S, Su

	(fulfills 4 cr. Written & Oral Communications requirement)		
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II or SPE 110 Public Speaking	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Arts and Humanities	Any course with prefix ART, ARH, or TOS	3	F, S, Su
	Any course with prefix LIT, PHI, SPE, or WRT	3	F, S, Su
Social and Behavioral Sciences	Any course with prefix ECN, GEO, HIS, POS, PSY, or SSE	3	F, S, Su
Natural Science	Any course with prefix ANR, AST, BIO, CHM, PHY (course must end in N)	4	F, S, Su
Total General Education Credits		30	
Core Courses			**Offered F: fall; S: spring; Su: summer**
ACC 101 Financial Accounting		3	F, S
ACC 102 Managerial Accounting (Prerequisite: ACC 101)		3	F, S
BUS 100 Introduction to Business		3	F, S, Su
BUS 220 Legal Environment of Business		3	S
CIS 100 Introduction to Computers		3	F, S, Su
CSA 110 Spreadsheets: Microsoft Excel		3	F, S
MGT 124 Small Business Management		3	F, S
MKT 111 Principles of Marketing		3	F, S, Su
Total Core Credits		24	
Electives: Choose any course designated with the following prefixes: ACC, BUS, CIS, CSA, MGT, MKT, POS, or PSY		6	F, S, Su
Total Credits for Degree		60	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ BUS 100	
Fall (16 cr hr)	**Spring (13 cr hr)**
✓ WRT 101 ✓ HIS 122 ✓ ART, ARH, or TOS ✓ MAT 142H ✓ CIS 100	✓ WRT 102 ✓ MKT 111 ✓ CSA 110 ✓ Lab-loaded Science

Summer (6 cr hr)	
✓ Elective ✓ Elective	
Fall (13 cr hr)	**Spring (12 cr hr)**
✓ ACC 101 ✓ BUS 124 ✓ THO 101 ✓ Any ECN,GEO, HIS, PSY or SSE	✓ ACC 102 ✓ Any LIT, PHI SPE or WRT BUS 220 ✓ MGT 124 ✓ BUS 220

AAS in Computer Information Systems

The Associate of Applied Science in Computer Information Systems is a workforce degree intended for those students seeking entry-level employment upon completion. Students who are considering continuing their education after their Associates Degree should consider the Associate of Arts in Computer Information Systems.

Program Learning Outcomes

1. Technical Skills: Develop advanced proficiency in programming languages, database management, and network administration.
   a) Measurable Objective: Students will demonstrate proficiency in at least one programming languages and complete projects showcasing their ability to use databases, adjust network configurations, and apply cybersecurity processes.
2. Problem-Solving: Enhance critical thinking abilities to troubleshoot and solve complex IT problems.
   a) Measurable Objective: Students will successfully troubleshoot and resolve at least three simulated IT problems during lab exercises or projects, including more advanced issues.
3. Communication: Improve communication skills for effective customer service, technical documentation, and presentations.
   a) Measurable Objective: Students will deliver a technical presentation or write a report demonstrating clear communication of advanced IT concepts and solutions.
4. Ethical Awareness: Understand and apply ethical principles in IT practices.
   a) Measurable Objective: Students will analyze complex ethical dilemmas in IT scenarios and propose solutions aligned with professional standards and Tohono O'odham Himdag.
5. Collaboration: Work effectively in teams on advanced IT projects.
   a) Measurable Objective: Students will lead and participate in group projects, demonstrating effective leadership and teamwork in achieving project goals.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer

Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II or SPE 110 Public Speaking	3	WTR 102 F, S, Su; SPE F, S
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	F, S, Su
Natural Science	BIO 105N Environmental Biology	4	F, S
	Total General Education Credits	21	
Core Courses All Courses have CIS 100 and MAT 142H as a Prerequisite		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CIS 100 Introduction to Computers		3	F, S, Su
CIS 119 Introduction to SQL		3	F
CIS 127 Programming and Problem Solving I		3	S, Su
CIS 130 Fundamentals of Computer Networking		3	F, S, Su
CIS 140 Introduction to Risk Management		3	F, S
CIS 210 Introduction to System Administration		3	F
CIS 280 IT Project Management		3	S
CIS 297 Internship/Practicum (based on student need)		3	F, S
	Total Core Credits	24	
Electives		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CIS 234N Cybersecurity and Network Defense		4	S
CIS 240N Network Security		4	F, S
CIS 250N Coding Fundamentals		4	F
GEO 267 Introduction to GIS		3	F, S
	Total Elective Credits	15	
	Total Credits for Degree	60	

Sample Path Progression

Summer 1 (6 cr hr)
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ CIS 100

Fall (16 cr hr)	Spring (13 cr hr)
✓ WRT 101 ✓ HIS 122 ✓ MAT 142H ✓ CIS 130 ✓ GEO 267	✓ WRT 102 or SPE 110 ✓ CIS 127 ✓ CIS 140 ✓ BIO 105N

Summer (0 cr hr)

Fall (15 cr hr)	Spring (14 cr hr)
✓ CIS 210 ✓ CIS 240N ✓ CIS 250N ✓ THO 101 or 106	✓ CIS 234N ✓ CIS 240N ✓ CIS 280 ✓ CIS 297

AAS in Early Childhood Education

The Associate of Applied Science in Early Childhood Education is meant for individuals who are interested in direct employment after their associate's degree, while some universities offer a Bachelor of Applied Science in Early Childhood Education it is recommended that students who want to transfer complete the Associate of Arts in Early Childhood Education.

Program Learning Outcomes

1. Promoting Child Development and Learning: Describe and defend the principles and theories of child development and implement developmentally appropriate activities through mastery of child development for children ages birth to eight years. (NAEYC 6; ZTT 1) (ECE 105, ECE 217)
2. Building Family and Community Relationships: Demonstrate knowledge of family and community dynamics that support and empower families through respectful and reciprocal relationships within diverse populations, contexts, and Tohono O'odham communities. (NAEYC 2; ZTT 2) (ECE 110 & ECE 228)
3. Health, Safety & Nutrition: Analyze and explain the special conditions, health, developmental, protective and risk factors that may affect the development of young children, prenatal through age eight. (NAEYC 1; ZTT 4) (ECE 125)
4. Observing, Documenting, and Assessing to Support Young Children and Families: Demonstrate proficiency in observation and documentation of children's progress. Includes the use of observation, documentation, and assessment to establish learning goals and activities for the benefit of children's developmental and educational needs. (NAEYC 3; ZTT 4) (New Course: Early Childhood Observation and Assessment)
5. Using Developmentally Effective Approaches to Connect with Children and Families: Demonstrate knowledge of family and community dynamics that support and empower families through a respectful and reciprocal relationship. (NAEYC 5) (ECE 226 & ECE 228)
6. Using Content Knowledge to Build Meaningful Curriculum: Plan a culturally and linguistically responsive learning environment for young children that is responsive to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. (NAEYC 3; ZTT 4) (New Course: Effective Curriculum Design for Teachers of Young Children)

7. Becoming a Professional: Demonstrate professional ethics and defend professional decisions based on the knowledge of early childhood theories and practices and the principles of the National Association for the Education of Young Children Code of Ethical Conduct.(NAEYC 6; ZTT 7) (ECE 105 & ECE 291)

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II or SPE 110 Public Speaking	3	WTR 102 F, S, Su; SPE F, S
Quantitative Reasoning	MAT 142H College Mathematics or higher	4	F, S, Su
Computer Science	CIS 100 Introduction to Computers	3	F, S, Su
Social and Behavioral Sciences	SWU 171 Introduction to Social Work	3	F, S, Su
Natural Science	Choose any course from Natural Science that ends in N	4	F, S, Su
	Total General Education Credits	27	

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
ECE 105 Introduction to Early Childhood Education	3	F, S
ECE 110 Emergent Language and Literacy	3	F
ECE 125 Health, Safety, & Nutrition	3	F
ECE 217 Child Development	3	F, S, Su
ECE 226 Effective Interactions and Guidance	3	S
ECE 228 Family, Culture, and Community	3	S
ECE 291 Internship for Students with Experience in Early Childhood Education (Prerequisite: ECE 226 (or concurrent enrollment), or permission of instructor)	4	F, S
Total Core Credits	22	

Electives: Choose any course designated with the following prefixes ECE, EDU, or SWU	11	Visit Appendix C to see the rotation of courses
Total Credits for Degree	60	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ CIS 100	
Fall (14 cr hr)	**Spring (12 cr hr)**
✓ WRT 101 ✓ MAT 142H ✓ Lab-loaded Science course ✓ Elective	✓ WRT 102 or SPE 110 ✓ HIS 122 ✓ SWU 171 ✓ ECE 105
Summer 2 (6 cr hr)	
✓ ECE 217 ✓ Elective	
Fall (13 cr hr)	**Spring (13 cr hr)**
✓ ECE 125 ✓ ECE 110 ✓ THO 101 or 106 ✓ Elective	✓ ECE 226 ✓ ECE 228 ✓ ECE 291 ✓ Elective

AAS Geographic Information Science

The Associate of Applied Science program consists of 60 credit hours. This program is designed to serve as a direct employment option, addressing gaps in hiring tribal members for geospatial technology positions. With tribal hiring requirements, many of these positions only need an associate-level degree. This degree program is designed to be easily linked with the 31-credit hour certificate program. Seven additional courses (General Education and internship) allow students wishing to continue beyond the certificate, to obtain a degree in their field. The A.A.S. program offers students with a hands-on internship experience and a more advanced level of technical skills in geographic information systems.

Program Learning Outcomes:

1. Acquiring Data
2. Creating and Critiquing Maps
3. Analyzing Patterns in Spatial Data
4. Design and Implementation of a GIS Project
5. Demonstrating an understanding for GIS Applications
6. Demonstrate an Ability to Complete a Real-World Project in a Professional Environment

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 151 College Algebra or higher (Prerequisite: MAT 142H or MAT 142 or placement into MAT 151)	4	F, S, Su
Arts and Humanities	Choose any course from: Art or Humanities General Education Selection.	6	F, S, Su
Social and Behavioral Sciences	GEO 103: Cultural Geography (Prerequisite: Assessment at or completion of WRT 101 or signature of instructor). Choose one from: SBS General Education Selection	6	F, S, Su (depending on course selection)
Natural Science	GEO 101N: Physical Geography	4	F
	BIO 105N: Environmental Biology	4	F, S
	Total General Education Credits	37	

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
MAT 225: Basic Statistics (prerequisite: MAT 151)	3	S
CIS 100: Introduction to Computers	3	F, S, Su
GEO 170: Introduction to Geospatial Technology (Prerequisite: CIS 100 (or equivalent). Completion of GEO 101N or GEO 103 preferred)	3	F, S, Su
GEO 217: Introduction to Global Positioning Systems	2	S, Su
GEO 267: Introduction to GIS (Prerequisite: GIS 170)	3	F, S
GEO 277: Advanced GIS (Prerequisite: Completion of CIS 100, or basic computer proficiency and completion of GEO 267, or equivalent course with a grade of B or higher, or permission of instructor)	3	F
Total Core Credits	17	
Electives: GEO 285: Internship in GIS (Prerequisite: GEO 217 & GEO 267 or equivalent AND permission of instructor) (2 semesters and 1 summer) or GEO 280: GIS Applications (Prerequisite: GEO 267 or equivalent AND permission of instructor) or any other GEO course at the 200 level (see advisor)	6	Visit Appendix C to see the rotation of courses
Total Credits for Degree	60	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ CIS 100	
Fall (14 cr hr)	**Spring (14 cr hr)**
✓ WRT 101 ✓ MAT 142H ✓ BIO 105N ✓ GEO 170	✓ WRT 102 ✓ HIS 122 ✓ MAT 151 ✓ GEO 205N
Summer 2 (5 cr hr)	
✓ GEO 217 ✓ SBS Course	
Fall (16 cr hr)	**Spring (13 cr hr)**
✓ MAT 225 ✓ GEO 267 ✓ THO 101 or 106 ✓ Humanities course ✓ GEO Elective	✓ GEO 277 ✓ GEO 285 ✓ GEO Elective ✓ GEO 103 ✓ Humanities course

AAS in Management and Supervision

The Management and Supervision Associate of Applied Science degree prepares the student for front line supervision and entry level management. Different approaches and techniques to management and supervision will be examined and how they should be applied. This includes leadership, organization, planning and other management practices.

Program Learning Outcomes

1. Develop and demonstrate appropriate and effective communication skills with coworkers.
2. Case studies will be examined, analyzed and discussed to better understand and resolve different situations that could arise in the workplace.
3. Develop and demonstrate supervisory skills and knowledge using case studies and other activities.
4. Develop and demonstrate an understanding of basic business organization and behavior.
5. Develop and demonstrate motivational skills in the workplace.
6. Demonstrate the necessity for ethical behavior as a supervisor.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su

	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
	WRT 102 Writing II	3	F, S, Su
Quantitative Reasoning	MAT 142H College Mathematics or higher (excludes MAT 146 and 147)	4	
Arts and Humanities	Choose any course from: Art or Humanities General Education Selection	6	F, S, Su
Social and Behavioral Sciences	ECN201 or 202	3	
Natural Science	Choose any 2 courses from Natural Science that ends in N	8	
	Total General Education Credits	34	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
MGT 110: Human Relations in Business and Industry		3	F, S
MGT 122: Supervision		3	F, S
MGT 230: Dynamics of Leadership		3	F, S
MGT 280: Business Organization and Management (Prerequisite: BUS 100 or permission of Instructor)		3	S
BUS 220: Legal Environment of Business		3	F, S
BUS 148: Business Ethics: Morals in the Workplace		3	F, S
CAG 133: Customer Service, Management, and Marketing		3	F
	Total Core Credits	21	
Electives: any BUS, CIS, MGT, ECN, MAT, or CAG Courses		6	Visit Appendix C to see the rotation of courses
	Total Credits for Degree	61	

Sample Path Progression

Summer 1 (6 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years) ✓ Humanities Course	
Fall (14 cr hr)	**Spring (13 cr hr)**

✓ WRT 101 ✓ HIS 122 ✓ MAT 142H ✓ Lab-loaded Science	✓ WRT 102 ✓ Elective ✓ ART course ✓ Lab-loaded Science
Summer (6 cr hr)	
✓ Elective ✓ ECN 202	
Fall (12 cr hr)	**Spring (13 cr hr)**
✓ MGT 110 ✓ MGT 122 ✓ CAG 133 ✓ BUS 148	✓ BUS 220 ✓ MGT 230 ✓ MGT 280 ✓ THO 101

Certificate Programs

The Certificate programs at TOCC are meant to provide foundational education in a given field for direct employment. They are a great option for those who want to start in a field or who are looking for advancement in their career. Certificates offered include:

- Certificate in Casino Operations
- Certificate in Community and Public Health
- Culinary Art Certificate I and II
- Certificate in Digital Media
- Early Childhood Education Certificate I
- Early Childhood Education Certificate II
- Certificate in Geographic Information Science
- Certificate in Management and Supervision
- Certificate in Social Services
- Certificate in Solar Panel Installer
- Certificate in Substance Abuse and Addictions Studies

Certificate in Casino Operations

The Casino Operations Certificate (CAG) focuses on the business side of the gaming industry. The CAG Certificate will increase your knowledge of the business field in general and the tribal casino gaming business in particular.

Program Learning Outcomes

1. Apply economic and legal concepts to casino operations.
2. Demonstrate an understanding of the casino operations process.
3. Develop and demonstrate appropriate and effective communication skills with coworkers.
4. Develop and demonstrate an understanding of basic casino operations organization and behavior.
5. Develop and demonstrate motivational skills in the workplace.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su

Business	BUS 100 Introduction to Business	3	F, S, Su
	ACC 101 Financial Accounting	3	F, S, Su
Total General Education Credits		16	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CAG 100 Casino Gaming Industry Basics		3	S
MAT 225 Basic Statistics (prerequisites: MAT 142H, MAT 151)		3	F, S
CAG 112 Indian Gaming Policy and Law		3	S
ACC 102 Managerial Accounting		3	F, S
CAG 133 Customer Service, Management, and Marketing		3	F
BUS 148 Business Ethics: Morals in the Workplace		3	F, S
Total Core Credits		18	
Total Credits for Certificate		34	

Sample Path Progression

Fall 1 (14 cr hr)	**Spring 1 (13 cr hr)**
✓ WRT 101 ✓ THO 101 ✓ CAG 100 ✓ MAT 142H	✓ HIS 122 ✓ CIS 100 ✓ BUS 100 ✓ MAT 151
Fall 2 (9 cr hr)	**Spring 2 (9 cr hr)**
✓ ACC 101 ✓ CAG 133 ✓ BUS 148	✓ ACC 102 ✓ CAG 112 ✓ MAT 225

Certificate in Community and Public Health

The Certificate in Community and Public Health is designed to meet the immediate workforce needs through direct employment. The certificate is a combination of cultural courses, community and public health courses, social work courses along with one course in each math, science, and writing.

Program Learning Outcomes

1. Compare the organization, structure, and function of healthcare, public health, and regulatory systems at local, tribal, and national levels.
2. Discuss how structural bias, social inequities, and racism impact health and create challenges in achieving equity.

3. Communicate culturally informed public health content effectively, both in writing and in oral presentations.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Natural Science	BIO 127N Human Nutrition and Biology	3	F, S, Su
Quantitative Reasoning	MAT 225 Basic Statistics (prerequisites: MAT 142H, MAT 151, or placement test)	3	F, S
Total General Education Credits		17	

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
CPH 101 Exploring Careers in Health Professions	2	F, S
PSY 132 Psychology and Culture	3	F, S, Su
SSE 211 Group Technique Applications	3	F, S
CPH 178 Personal Health and Wellness (prerequisite: WRT 101)	3	F, S
SSE 123 Substance Abuse Prevention (prerequisite: CPH 178)	3	F, S, Su
CPH 200 Introduction to Public Health	3	F, S
Total Core Credits	17	
Total Credits for Certificate	34	

Sample Path Progression

Fall (11 cr hr)	Spring (12 cr hr)
✓ WRT 101 ✓ BIO 127N ✓ MAT 142H	✓ HIS 122 ✓ MAT 151 ✓ PSY 132 ✓ CPH 101
Fall (13 cr hr)	**Spring (10 cr hr)**
✓ THO 101 ✓ MAT 225 ✓ SSE 211	✓ CPH 200 ✓ SSE 123 ✓ THO 101

✓ CPH 178	

Culinary Arts Certificate I and Culinary Art Certificate II

The Culinary Arts Certificate Program is designed to provide graduates with the necessary skills and knowledge to become gainfully employed in the Culinary Arts field at the entry level. Graduates of the program will have fundamental culinary knowledge, the national food handler's certification ServSafe, and technical skills necessary to succeed in the field.

Program Learning Outcomes

1. Identify Safety & Sanitation culinary principles.
2. Recognize the appropriate terminology and equipment used in the culinary arts field.
3. Summarize professional cooking knowledge, concepts, and methods.
4. Describe effective communication skills using teamwork in the feed service industry.

Culinary Arts Certificate I Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Natural Science	BIO 127N Human Nutrition and Biology	4	F
Total General Education Credits		14	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CUA 110 Food Safety and Sanitation		3	
CUA 120 Culinary Math		2	
CUA 125 Professional Cooking Basics I (Prerequisite: CUA 110)		4	
Total Core Credits		9	
Total Credits for Certificate		23	

Culinary Arts Certificate II Program of Study (Prerequisite: Completion of Culinary Art Certificate I)

General Education Category	Course Requirement	Credits Required
Written and Oral Communications	WRT 102 Writing II	3
Total General Education Credits		3

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
CUA 210 ServSafe (Prerequisite: CUA 110)	3	
CUA 220 Professional Cooking II (Prerequisite: CUA 110 and CUA 125 Corequisite: CUA 210)	4	
CUA 230 Indigenous and Sustainable Foods (Prerequisite: BIO 127N)	3	
CUA 235 Baking & Pastry I (Prerequisite: CUA 110 and CUA 125)	3	
CUA 240 Culinary Arts Nutrition (Prerequisite: BIO 127N)	3	
CIS 100 Introduction to Computers	3	
Total Core Credits	19	
Total Credits for Certificate	22	

Certificate in Digital Media

The Certificate in Digital Media is meant for students who are interested in video production and professional digital photography.

Program Learning Outcomes

1. Visually communicate ideas with perceptual skill, using digital media.
2. Deploy the theory and practice of video, photography, and digital arts in expressive, functional, and strategic applications.
3. Carry out digital media productions using the value system of the Tohono O'odham Himdag.
4. Critically evaluate the role of the image upon society and the individual in the context of representation, history, culture and economy.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su

Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Total General Education Credits		10	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
ART 100 Basic Design		3	F, S, Su
ART 104 Digital Photography I		3	F, S
ART 105 Art Appreciation		3	F, S, Su
ART 110 Drawing		3	F, S
ART 151 Video I		3	F, S
ART 180 Visual Communication Design I (prerequisite: ART 100)		3	F, S
CIS 100 Introduction to Computers		3	F, S, Su
Total Core Credits		21	
Electives: Choose from the following courses: ART 204 Digital Photography II, ART 251 Video II, ART 280 Visual Communication II		6	Visit Appendix C to see the rotation of courses
Total Credits for Certificate		37	

Sample Path Progression

Fall (10 cr hr)	**Spring (9 cr hr)**
✓ WRT 101 ✓ THO 101 ✓ ART 100	✓ HIS 122 ✓ CIS 100 ✓ ART 110
Fall (9 cr hr)	**Spring (9 cr hr)**
✓ ART 104 ✓ ART 105 ✓ ART 151	✓ ART 180 ✓ Elective ✓ Elective

Accelerated Sample Path Progression

Summer 1 (6 cr hr)	
✓ ART 100 ✓ ART 105	
Fall (16 cr hr)	**Spring (15 cr hr)**
✓ WRT 101 ✓ THO 101 ✓ CIS 100 ✓ HIS 122 ✓ ART 110	✓ ART 180 ✓ Elective ✓ Elective ✓ ART 151 ✓ ART 104

Early Childhood Education Certificate I

The Early Childhood Education (ECE) Certificate I is designed for students who are dual enrollment or who are seeking entry level work in the Early Childhood Education field.

Program Learning Outcomes

1. Promoting Child Development and Learning: Describe and defend the principles and theories of child development and implement developmentally appropriate activities through mastery of child development for children ages birth to eight years. (NAEYC 6; ZTT 1) (ECE 105, ECE 217)
2. Building Family and Community Relationships: Demonstrate knowledge of family and community dynamics that support and empower families through respectful and reciprocal relationships within diverse populations, contexts, and Tohono O'odham communities. (NAEYC 2; ZTT 2) (ECE 110 & ECE 228)
3. Health, Safety & Nutrition: Analyze and explain the special conditions, health, developmental, protective and risk factors that may affect the development of young children, prenatal through age eight. (NAEYC 1; ZTT 4) (ECE 125)
4. Observing, Documenting, and Assessing to Support Young Children and Families: Demonstrate proficiency in observation and documentation of children's progress. Includes the use of observation, documentation, and assessment to establish learning goals and activities for the benefit of children's developmental and educational needs. (NAEYC 3; ZTT 4) (New Course: Early Childhood Observation and Assessment)
5. Using Developmentally Effective Approaches to Connect with Children and Families: Demonstrate knowledge of family and community dynamics that support and empower families through a respectful and reciprocal relationship. (NAEYC 5) (ECE 226 & ECE 228)
6. Using Content Knowledge to Build Meaningful Curriculum: Plan a culturally and linguistically responsive learning environment for young children that is responsive to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. (NAEYC 3; ZTT 4) (New Course: Effective Curriculum Design for Teachers of Young Children)
7. Becoming a Professional: Demonstrate professional ethics and defend professional decisions based on the knowledge of early childhood theories and practices and the principles of the National Association for the Education of Young Children Code of Ethical Conduct.(NAEYC 6; ZTT 7) (ECE 105 & ECE 291)

Early Childhood Education Certificate I Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su

Total General Education Credits	7	
Core Courses	**Credits**	**Offered F: fall; S: spring; Su: Summer**
ECE 125 Health, Safety, & Nutrition	3	F
ECE 217 Child Development	3	F, S, Su
ECE 226 Effective Interactions and Guidance	3	S
Total Core Credits	9	
Total Credits for Certificate	16	

Sample Path Progression

Fall (9 cr hr)	Spring (10 cr hr)
✓ WRT 101 ✓ ECE 217 ✓ ECE 105	✓ THO 101 ✓ ECE 226 ✓ ECE 228
Fall (9 cr hr)	
✓ PSY 101 ✓ ECE 125 ✓ HIS 122	

Early Childhood Education Certificate II

The Early Childhood Education (ECE) Certificate II is designed for students who are seeking employment in the childcare setting and meets the requirements for the Child Development Associate (CDA). For more information on the CDA go to https://www.cdacouncil.org/en/.

Early Childhood Education Certificate II Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Total General Education Credits		10	
Core Courses		**Credits**	**Offered**

		F: fall; S: spring; Su: Summer
ECE 105 Introduction to Early Childhood Education	3	F
ECE 125 Health, Safety, & Nutrition	3	F
ECE 217 Child Development	3	F, S, Su
ECE 226 Effective Interactions and Guidance	3	S
ECE 228 Family, Culture and Community	3	S
Total Core Credits	15	
Total Credits for Certificate	25	

Sample Path Progression

Fall (9 cr hr)	Spring (10 cr hr)
✓ ECE 217 ✓ ECE 105	✓ THO 101 ✓ ECE 226 ✓ ECE 228
Fall (10 cr hr)	
✓ ECE 125 ✓ HIS 122 ✓ ECE 291	

Certificate in Geographic Information Science

The GIS certificate program consists of 31 credit hours. This certificate is designed to be flexible in that it can provide students with the essential entry level skills to obtain direct employment with the Tohono O'odham Nation and surrounding agencies while also allowing degree-seeking students and community members to gain valuable, practical skills in an emerging technical sector.

Program Learning Outcomes

1. Learn and apply Field Mapping and GNSS Survey Skills
2. Use instrumentation to acquiring Data
3. Develop Maps
4. Think Critically and Spatially
5. Be prepared for a Career in GIS
6. Analyze Patterns in Data

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or	4	F, S, Su

	THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)		
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Quantitative Reasoning	MAT 142H: College Mathematics or higher	3	F, S, Su
Total General Education Credits		14	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
CIS 100: Introduction to Computers		3	F, S, Su
GEO 170: Introduction to Geospatial Technology		3	F, S, Su
GEO 217: Introduction to Global Positioning Systems		2	S, Su
GEO 267: Introduction to GIS (Prerequisite: GEO 170)		3	F, S
GEO 270: Remote Sensing (Prerequisite: GEO 267 and CIS)		3	F
GEO 280: GIS Applications (Prerequisite: GEO 267 or GEO 277)		3	S
Total Core Credits		17	
Total Credits for Certificate		31	

Sample Path Progression

Fall (12 cr hr)	**Spring (10 cr hr)**
✓ GEO 217 ✓ WRT 101 ✓ MAT 142H ✓ CIS 100	✓ THO 101 ✓ GEO 270 ✓ GEO 280
Fall (9 cr hr)	
✓ GEO 170 ✓ GEO 267 ✓ HIS 122	

Certificate in Management and Supervision

The Management and Supervision Certificate prepares the student for front line supervision and management. Different approaches and techniques to management and supervision will be examined and how they should be applied. This includes leadership, organization, planning and other management practices. **Please note that this program is not yet approved for Financial Aid.**

Program Learning Outcomes

1. Demonstrate appropriate and effective communication skills with coworkers and other stakeholders.

2. Demonstrate effective problem-solving skills when difficult situations arise with coworkers and other stakeholders. Case studies will be examined, analyzed and discussed to help the students better understand different situations that could arise in the workplace.
3. Demonstrate pertinent supervisory skills and knowledge through interactions with others in the workplace.
4. Demonstrate an understanding of basic business organization and behavior.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Total General Education Credits		10	
Core Courses		**Credits**	**Offered F: fall; S: spring; Su: Summer**
MGT 110: Human Relations in Business and Industry		3	F
MGT 122: Supervision		3	F
MGT 230: Dynamics of Leadership		3	S
MGT 280: Business Organization and Management (Prerequisite: BUS 100 or permission of Instructor)		3	S
BUS 148: Business Ethics Morals in the Workplace		3	F
BUS 220: Legal Environment of Business		3	S
CAG 133: Customer Service, Management, and Marketing		3	F
Total Core Credits		21	
Total Credits for Certificate		31	

Sample Path Progression

Fall (6 cr hr)	Spring (10 cr hr)
✓ WRT 101 ✓ HIS 122	✓ THO 101 ✓ MGT 110 ✓ CAG 133

Fall (9 cr hr)	Spring (6 cr hr)
✓ ACC 101 ✓ MGT 122 ✓ MGT 230	✓ MGT 280 ✓ BUS 220

Certificate in Social Services

The Certificate in Social Services is meant to provide entry level skills to start a career in Social Services. The Certificate is also designed to work towards an Associate of Arts in Social Work.

Program Learning Outcomes

1. Social Problems and Social Change: Students will be able to articulate and discuss various human conditions that lead to the need for human services and the delivery of human service programs
2. Professional Interpersonal Skills: Students will demonstrate the ability to use professional interpersonal skills in order to assist someone seeking social services on the individual and group level.
3. Evaluation and Planning. Evaluation: Students will demonstrate the ability to assess the needs of individuals on the micro (client level), mezzo (organization and community level), and macro (policies, cultural, and legal levels) in order to address individual or social problem and create positive social change. Planning: Students will demonstrate the ability to develop a plan of action based on a needs assessment.
4. Cultural Sensitivity: Students will demonstrate cultural awareness and sensitivity needed to respectfully serve the Tohono O'odham Nation and others in a diverse service population.
5. Professional Ethics: Students will demonstrate an understanding of the importance of professional ethics and the ability to identify situations in which there can be ethical dilemmas and how to appropriately mitigate them.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Humanities	THO 102 Elementary Tohono O'odham II	4	F, S, Su
Social and Behavioral Science	PSY 101 Introduction to Psychology or PSY 214 Abnormal Psychology	3	F, S, Su

Total General Education Credits	17	
Core Courses	**Credits**	**Offered F: fall; S: spring; Su: Summer**
SSE 121 Introduction to Substance Abuse	3	F, S, Su
SSE 211 Group Technique Applications	3	F, S
SWU 171 Introduction to Social Work	3	F, S, Su
SWU 291 Social Service Delivery Systems (Pre- or corequisite: SWU 171)	3	F, S
SWU 295 Foundations of Social Work Practice: Effective Helping in a Diverse World (Prerequisite: SWU 171, WRT 101, and PSY 101 or SOC 101)	3	F, S
Total Core Credits	15	
Total Credits for Certificate	32	

Sample Path Progression

Fall (10 cr hr)	Spring (10 cr hr)
✓ WRT 101 ✓ THO 101 ✓ PSY 101 or PSY 214	✓ THO 102 ✓ SWU 171 ✓ SSE 121
Fall (12 cr hr)	
✓ HIS 122 ✓ SSE 211 ✓ SWU 291 ✓ SWU 295	

Certificate in Solar Panel Installer

The Certificate in Solar Panel Installer is meant to provide entry level skills to start a career in Solar Panel Installation.

Program Learning Outcomes

Students successfully completing this program will be able to demonstrate proficiency in the following areas:

1. Know and understand Basic Electrical Theory
2. Be able to wire to proper electrical code requirements
3. Know proper safety procedures
4. Properly install solar panels and mounting
5. Know and understand proper panel positioning
6. Be able to tie into a commercial grid
7. Have the skills necessary to enter the workforce as an entry level solar panel installer

Program of Study

General Education Category	Course Requirement	Credits Required
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4
Total General Education Credits		7

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
BCT 120: Core Curriculum Introductory Craft Skills	6	
SLR 104: Basic Electricity	3	
SLR 106: AC/DC Circuits	4	
SLR 115: National Electrical Code National Electrical Code (Prerequisite: BCT 120H)	3	
SLR 220: Electrical Installation (Prerequisite: SLR 110 and SLR 115)	5	
SLR 225: Load Calculation (Prerequisite: SLR 104 and SLR 106)	3	
SLR 105: Intro to Solar Photovoltaics (Prerequisite: BCT 120H, SLR 104 and SLR 115, and SLR 225)	3	
SLR 110: Intro to Solar Photovoltaics II (Prerequisite: SLR 105)	3	
SLR 119: Roofing Construction & Safety (Prerequisite: SLR 105)	2	
Total Core Credits	32	
Total Credits for Certificate	39	

Certificate in Substance Abuse and Addiction Studies

The Certificate in Substance Abuse and Addiction Studies is meant to provide students with the core academic work to work as a substance abuse professional and Certified Addition Counselor. The Certificate is also designed to work towards an Associate of Arts in Social Work.

Program Learning Outcomes

1. Social Problems and Social Change: Students will be able to articulate and discuss various human conditions that lead to the need for human services and the delivery of human service programs.
2. Professional interpersonal skills: Students will demonstrate the ability to use professional interpersonal skills in order to assist someone seeking social services on the individual and group level.

3. Evaluation and Planning. Evaluation: Students will demonstrate the ability to assess the needs of individuals on the micro (client level), mezzo (organization and community level), and macro (policies, cultural, and legal levels) in order to address individual or social problem and create positive social change. Planning: Students will demonstrate the ability to develop a plan of action based on a needs assessment.
4. Cultural Sensitivity: Students will demonstrate cultural awareness and sensitivity needed to respectfully serve the Tohono O'odham Nation and others in a diverse service population.
5. Professional Ethics: Students will demonstrate an understanding of the importance of professional ethics and the ability to identify situations in which there can be ethical dilemmas and how to appropriately mitigate them.
6. Knowledge of substance abuse and addiction. Students will be able to articulate and discuss the dynamics of substance abuse addiction along with the prevention and treatment of the substance abuser.

Program of Study

General Education Category	Course Requirement	Credits Required	Offered F: fall; S: spring; Su: Summer
Tohono O'odham Himdag	HIS 122 Tohono O'odham History and Culture (fulfills 3 cr. Institution of the Americas requirement)	3	F, S, Su
	THO 101 Elementary Tohono O'odham or THO 106 Conversational Tohono O'odham (fulfills 4 cr. Written & Oral Communications requirement)	4	F, S, Su
Written and Oral Communications	WRT 101 Writing I	3	F, S, Su
Social and Behavioral Science	PSY 101 Introduction to Psychology or SOC 101 Introduction to Sociology	4	F, S, Su
Total General Education Credits		13	

Core Courses	Credits	Offered F: fall; S: spring; Su: Summer
SSE 121 Introduction to Substance Abuse	3	F, S, Su
SSE 123 Substance Abuse Prevention	3	F, S, Su
SSE 211 Group Technique Applications	3	F, S
SSE 220 Treatment of the Substance Abuser (Prerequisite: SSE 121)	3	F, S, Su
SWU 171 Introduction to Social Work	3	F, S, Su
PSY 214 Abnormal Psychology	3	F, S, Su
Total Core Credits	18	
Total Credits for Certificate	31	

Sample Progression:

Fall (10 cr hr)	Spring (12 cr hr)
✓ WRT 101 ✓ THO 101 ✓ PSY 101	✓ SSE 123 ✓ SWU 171 ✓ SSE 121 ✓ HIS 122
Fall (9 cr hr)	
✓ SSE 211 ✓ SSE 220 ✓ PSY 214	

Arizona High School Equivalency Diploma

TOCC offers two pathways to earn a high school equivalency diploma: The testing pathway and the college credit pathway.

GED Testing Pathway

The Workforce and Community Development Department, housed in Wiṣag Koṣ Maṣcamakuḍ at West Campus, offers services for people interested in earning their GED. The services offered include test preparation and GED test proctoring. The AZ Civics test is not proctored at TOCC and other arrangements can be made. For more information visit the TOCC GED webpage.

College Credit Pathway

The College Credit Pathway (an AZ State program) is another way to earn a high school equivalency diploma through the Arizona Department of Education. The program requires students to complete a minimum of 25 college-level credits and completion of Arizona Civics exam. Please note that the AZ Civics test must be taken **in person** in the state of Arizona. That is, the AZ Civics test is **not** an online test. Please contact an Advisor if you have any questions.

Entrance Requirements

1. Age 16 years or older.
2. Submit TOCC admissions application.
3. Score 70 or higher on EdReady math and writing assessment.
4. Speak with a TOCC adviser.

Requirements to Earn a High School Equivalency Diploma

1. Earn 25 college credits in specific areas.
2. Courses must be at the 100-course level or above.
1. Passing grade letter of ‘C’ or above.
2. Credits must be earned at or validated by an Arizona public state university or community
3. college.
1. Pass the Arizona Civics Test.

25 Required College Credits	
Course Areas	**Credits**
Written and Oral Communications	6
Quantitative Reasoning	6
Natural Science	4
Social and Behavioral Sciences	3
Computer	3
College/Career Exploration	3
Arizona Civics Test	Pass

For more information on the High School College Pathway program contact a TOCC adviser at advising@tocc.edu or the Arizona Department of Education at http://www.azed.gov/adultedservices/. It is the student's responsibility to ensure that all coursework meets the credit requirements of the College Credit Pathway.

Sample Program of Study (consult with an advisor)

Category	Required Courses	Credits
Written and Oral Communications	WRT 101 Writing I	3
	WRT 102 Writing II	3
Quantitative Reasoning	MAT 142H College Mathematics	4
	Any course 100 level or higher with the exception of MAT 146 and MAT 147	4
Social Sciences	Recommended: HIS 122 Tohono O'odham History I	3
Natural Science	Any four (4) credit course designated with a BIO, ANR, SCI, PHY, or CHM prefix.	4
College and Career Success	STU 101 Becoming a Master Student	3
Computer Science	CIS 100 Introduction to Computers	3
	Total Number of Credits	**25-27**

Sample Path Progression

Fall (10 cr hr)	**Spring (7 cr hr)**
✓ STU 101 ✓ WRT 101 ✓ MAT course	✓ WRT 102 ✓ MAT course
Fall (7 cr hr)	**Spring (3 cr hr plus test)**
✓ HIS 122 ✓ Lab loaded science course	✓ CIS 100 ✓ Civics Test

Chapter 6: Course Descriptions

This chapter provides a description of all the courses that are currently being offered by TOCC. The following is terminology used to describe the courses.

- **Prefix** – short way to identify the area of study or discipline: ART for Art; GEO for Geography, BIO for Biology, and so on.
- **Course numbers** - used to identify specific classes: ART 100 is Basic Design, GEO 103 is Cultural Geography, and so on. Classes numbered 200 or above are more advanced than 100 level classes.
- **Titles**: Name of the course: Basic Design, Understanding Terrorism, Global Change Biology, and so on.
- **Credits**: Shows semester hour credits for a course. HIS 122 Tohono O'odham History and Culture is 3 cr. hrs. (3 credits) while BIO 100N Biology Concepts is 4 cr. hrs. (4 credits). Most classes are 3 credits.
- **Lecture and lab/studio hours**: Lecture hours are counted as lasting 50 minutes, and are shown as, for example, 3 lec (3 lecture) or 5 lec (5 lecture); lab/studio hours are shown as, for example, 3 lab (3 laboratory). Some classes are lecture only; some have a combination of lecture and lab/studio hours. Periods (pds) are the sum of lecture plus lab hours: (6 pds: 3 lec, 3 lab) for example.
- **Prerequisites**: Prerequisites are courses or other preparation required for enrollment in a course. Some courses have no prerequisites while others may have one or more. WRT 102 has WRT 101 as a prerequisite, for example.
- **Descriptions:** The text or narrative that is designed to highlight the main course contents.

Accounting (ACC)

ACC 100: Practical Accounting Procedures
Prerequisites: None
Credits: 3 cr. hrs. (3 pds: 3 lec)
Course Description: Introduction to accounting systems for small businesses. Includes the basic accounting cycle, use of special journals, procedures for controlling cash, and payroll accounting.

ACC 101: Financial Accounting

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces accounting as a service activity, analytical discipline, and information system. Includes quantitative information to make decisions, identification of events that characterize economic activity, and the collection and communication of economic activity. Also includes recording accounting data, internal control of assets, measurement and reporting of liabilities and owner's equity.

ACC 102: Managerial Accounting

Prerequisites: ACC 101 MAT 089 or higher

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Accounting training for managers. Includes concepts for those who are inside an organization and responsible for planning, directing, and controlling its operation. Also includes process costing, profit planning, overhead analysis, and capital budgeting decisions.

American Indian Studies (AIS)

AIS 101: Introduction to American Indian Studies I
Prerequisite: None
Credits*:* 3 cr. hrs. (3 pds: 3 lec)
Course Description: Examination of the diversity of American Indian tribes. Includes successive colonization waves and conflict between Native Americans and colonizing nations. Also includes the development of Native American cultures, and policies toward Native Americans.

AIS 200: Culture and History of Indigenous Peoples

Prerequisites: WRT 101

Credits: 3 cr. hr. (3 pds: 3 lec.)

Course Description: This course introduces students to the foundation of American Indian Studies. Students will examine historical and contemporary issues, including Federal Indian policy and law. This course is a collaborative educational exchange between Tohono O'odham Community College (TOCC) and the American Indian Higher Education Consortium (AIHEC).

AIS 260: Culture and History of American Indian Women

Prerequisites: WRT 101

Credits: 3 cr. hr. (3 pds: 3 lec.)

Course Description: This course examines and appraises the historical and contemporary place of American Indian women in Native communities and mainstream society. This is accomplished through written documents, storytelling, and other mediums with a focus on Native women's roles, status, influence, and contributions as Nation builders before contact, during colonization and decolonization. Central to the course are current issues of importance to American Indian women living on and near reservations, in urban and rural areas.

Agriculture and Natural Resources (ANR)

ANR 102N: Animal Science
Prerequisites: MAT 089 or higher, BIO 100N, or 1 year high school biology, or signature of instructor
Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)
Course Description: This class will cover fundamental principles of animal, dairy, equine, and poultry science, with a focus on production, marketing, and distribution. Livestock management practices, culture, and history unique to Indian Country will also be discussed.

ANR 111N: Agroecology and Tohono O'odham Crop Production

Prerequisites: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course combines classroom and fieldwork to learn about traditional and commercial vegetable and grain crop production. Topics include Tohono O'odham agricultural history, crop, soil, pest, nutrient, and weed management, cover cropping, composting, seeding, transplanting, irrigation, harvesting, and marketing. Organic production is emphasized since traditional Tohono O'odham agriculture has always been organic, and does not use synthetic fertilizers and pesticides. The lab portion of class is three hours of hands-on learning at the TOCC oidag (field) at TOCC's Wiṣag Koṣ Maṣcamakuḍ (West Campus).

ANR 128N: Plant Ecology of the Sonoran Desert

Prerequisites: BIO 105N or signature of instructor

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course will cover the fundamentals of ecology from the perspective of plants including population, community and ecosystem ecology. This course will also include identification and classification of plants and plant communities in the diverse Sonoran Desert region. This course incorporates practical field exercises designed to acquaint the student with plant community analysis, classification and description.

ANR 130N: Plant Science

Prerequisites: CHM 121N or 1-year high school chemistry recommended

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Introduces the principles of plant growth, development, reproduction, and structure of vascular plants at the cellular, organism and ecosystem levels. Addresses plant growth in the context of climatic and environmental influences, with global and evolutionary patterns considered. Emphasis on traditional crops and woody plants of Southern Arizona.

ANR 210N: Rangeland Conservation

Prerequisites: BIO 105N or signature of instructor

Credits: 3 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This is an introductory course exploring the diversity of rangelands on a local, regional, and global scale. The course will cover principles of rangeland ecology and grazing management, and will take a critical look at management applicability under a variety of rangeland ecosystems, especially in the arid Southwestern United States. The importance of rangelands in Tohono O'odham life will also be covered. The class will include at least one field trip as identified by the instructor.

ANR 221N: Soil Science

Prerequisites: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Fundamental principles of soil science, including the origin, nature, and classification of soils, emphasizing the chemical, physical, and biological properties in relation to growth and nutrition of plants. Useful for anyone interested in water resources, agriculture, ecology, engineering, environmental restoration, and any number of other environmental sciences. Lecture and lab are integrated in this course.

ANR 225N: Environmental Issues and Conservation in the US-Mexico Borderlands

Prerequisites: BIO 105N

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course will explore current environmental issues and challenges in the US-Mexico border region. Due to the importance for the Tohono O'odham community, the course will focus on environmental issues of the Southwest's borderland that have implications in Tohono O'odham communities' environment. This course includes a strong practicum component where students will visit study cases of representative environmental problems. In addition, binational faculty with expertise in these issues will be invited to give presentations at TOCC or webinars.

ANR 286N: Water Resources

Prerequisites: Math 089 or higher

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course aims to instill a basic understanding of the hydrological cycle and provide an overview of the processes that control water supplies to natural ecosystems and humans, giving students the knowledge they need to participate in informed decisions about water resources. The course will emphasize information and activities that are useful in the practice of agriculture and water conservation, including an introduction to rainwater harvesting principles. Topics will include the scientific method, precipitation, evaporation, runoff, water harvesting, erosion, groundwater aquifers, traditional Tohono O'odham water use and water harvesting practices, water quality and the Southern Arizona Water Resources Settlement Act (SAWRSA). Whenever possible, these topics will be addressed using examples relevant to the Tohono O'odham Nation.

ANR 290N: Wildlife Conservation

Prerequisites: BIO 105N or signature of instructor

Credits: 4 cr. hrs. (6 pds: 3 lec. 3 lab)
Course Description: An introductory course studying the ecology, conservation and management of wildlife populations. Students will learn a variety of tools to apply ecological knowledge balancing the needs of animals with those of people. Topics will cover history, philosophy, inventory, planning, management, and Tohono O'odham wildlife concepts. Lecture and lab are integrated in this course.

Apache Language

APA 101: Apache Language I
Prerequisites: None
Credits: 4 cr. hrs. (5 pds: 3 lec 2 lab)

Course Description: This course emphasizes speaking, reading, and listening comprehension of the Apache language through a variety of approaches.

APA 102: Apache Language II

Prerequisites: APA 101

Credits: 4 cr. hrs. (5 pds: 3 lec 2 lab)

Course Description: A continuation of Apache Language I, Apache language II emphasizes an increased knowledge of the structure and grammar of the language with improved practice in listening, speaking, reading, writing, and usage of the language. This course utilizes a communicative approach and provides opportunities for students to use increasingly complex vocabulary and grammar.

Apache Studies

APS 150: Introduction to Traditional Apache Healthcare
Prerequisites: None
Credits: 4 cr. hrs. (4 pds: 4 lec., 0 lab.)
Course Description: This course will provide a traditional Apache perspective of the history of the health of the San Carlos Apache community, punctuated by highly-detailed information from the oral and written historical record; and an overview of traditional Apache health, wellness, and medical treatment and prevention concepts and practice.

APS 230: Introduction to Historiography: The Apachean Peoples
Cross-listed: HIS 230
Prerequisites: None
Credits: 3 cr hrs (3 pds: 3 lec)
Course Description: This course exposes students to the literature of the various eras in Apache history. Students will examine numerous works published by a variety of academic fields that interact with and relate to the Apachean peoples of North America. With a priority placed on the historical discipline, other readings will be included that center the Indigenous perspective, as it pertains to the Apachean peoples.

Art History (ARH)

ARH 101: History of Art I: Prehistory through Gothic

Prerequisites: None
Credits: 3 cr. hrs. (3 pds: 3 lec)
Course Description: The course is a broad and inclusive survey of the art, architecture and material cultures of western civilization from humanities' initial cultural efforts through the Renaissance, incorporating a global perspective. Topics including historically significant art, architecture and material culture, and the relationship between the social function of art and its form and content, are introduced and examined through an interdisciplinary lens.

ARH 102: History of Art II: Renaissance through Modern
Prerequisites: ARH 101 or permission of instructor
Credits: 3 cr. hrs. (3 pds: 3 lec)
Course Description: ARH 102 History of Art II Renaissance through Modern, is a continuation of ARH101. It is a broad and inclusive survey of the art, architecture and material cultures of western civilization from the Renaissance through modern times, incorporating a global perspective. Topics including historically significant art, architecture and material culture and the relationship between the social function of art and its form and content are introduced and examined through an interdisciplinary lens.

ARH 203: History of Global Indigenous Visual Cultures
Prerequisites: ARH 102 or ART 105 or permission of instructor
Credits: 3 cr. hrs. (3 pds: 3 lec)
Course Description: This course provides a survey of the history and material cultures of indigenous peoples world-wide, grouping them by the specific geographies (terrain types) that they inhabit: mountains; forests, tropical and temperate; grasslands, savannas and shrublands; aquatic, rivers, lakes, marshes; tundra and deserts and xeric shrub lands. Attention will be given to the effect of exogenous contact, explorations and occupations, colonialism, and globalization upon indigenous visual cultures. (Prerequisites: ARH 102 History of Art II Renaissance through Modern)

ARH 204: History of Native American Visual Cultures
Prerequisites: ARH 203 or permission of instructor
Credits: 3 cr. hr. (3 pds: 3 lec)
Course Description: This course provides a selective overview of the arts, societies, and histories of First Nation/Native American descendants in South, Central, and North America to include Canada, with a final focus on the Southwest cultural area. The arts and material culture of the Tohono O'odham will be examined in relation to those produced by other Native American cultures.

ART (ART)

ART 100: Basic Design
Prerequisite: None
Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)
Course Description: Introduces students to the elements and principles of visual design. Includes line, shape, space, value, texture, volume and color. Includes skill development in organizing these elements, and applying the visual principles of harmony, variety, balance, tension, rhythm, proportion, repetition, and contrast.

ART 104: Digital Media and Photography I

Prerequisite: None

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course is designed for students with little or no digital imaging experience to provide a fundamental understanding of digital imaging, from both a technical and theoretical point of view. Students learn to operate digital cameras, to utilize them as precise tools for image capture, and to utilize digital media software (Adobe Photoshop) for graphic design media. The course is a combination of lecture, demonstration and hands-on practice.

ART 105: Art Appreciation

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course introduces students to the history of European and American art, studio art production, art criticism, and aesthetic theory. It covers art from ancient history to the present with a specialized unit on Native North American Art and Tribal Museums. Course material will be presented through a combination of readings, lectures, videos, field trips, and through direct creative experience.

ART 110: Drawing I

Prerequisite: None

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: Introduction to drawing. Includes use of graphic media: pencil, charcoal, and ink on paper. Also includes elements of design as applied to representational drawing.

ART 111: Jewelry Making & Beading

Prerequisite: None

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: Provides introductory skills for learning construction, color, and composition in jewelry making and beading. Students will learn the difference between stringing, fabricating claps to fasteners with wire wrap and crimps, followed by instruction in the basic bead stitching, such as Peyote, brick, Herringbone, flat, and loom-work. Students will be able to successfully create earrings, bracelets, pendants, and basic forms that can be applied to more advanced projects.

ART 115: 3-D Design

Prerequisite: None

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: Introduction to the sculptural elements and spatial principles as they relate to the visual arts. Lectures and projects will examine 3D design from a theoretical perspective, exploring the physical, psychological, and cultural aspects of sculpture and spatial design.

ART 120: Traditional Basketry

Prerequisite: None

Cross Listed: TOS 120

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course will serve to preserve and perpetuate students' knowledge, creation, and use of Tohono O'odham Basketry, both historical and contemporary. Students will learn oral history, songs and stories pertaining to the use and production of baskets. Students will use natural and contemporary materials to construct finished products.

ART 121: Traditional Pottery

Prerequisite: None

Cross Listed: TOS 121

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course will serve to preserve and perpetuate students' knowledge, creation, and use of Tohono O'odham pottery, both historical and contemporary. Students will learn oral history, songs and stories pertaining to the use and production of pottery. Students will use natural and contemporary materials to construct finished products.

ART 150: Color and Composition

Prerequisite: None

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: Introduction to the element of color and principles of color theory and composition as they relate to the visual arts. Lectures and projects will examine color from a theoretical perspective, exploring the physical, psychological, and cultural aspects of color.

ART 151: Video I

Prerequisite: None

Credits: 3 cr. hrs. (5pds: 2 lec, 3 lab)

Course Description: Video I is an introductory course in audiovisual media creation, exploring video as a multidisciplinary art form shaped by the three stages of production: pre-production, production, and post-production. Students will gain hands-on experience both independently and collaboratively, working as part of a class film crew. Through lectures, screenings, guest artist workshops, technical exercises, and classroom discussion, students will build confidence and fluency in audiovisual concepts, methods, and terminology, grounded in Himdag (the O'odham way of life) which offers a place-based framework for audiovisual production, inviting students to approach media-making through a lens of cultural responsibility, land-based awareness, and community relevance. Students will learn to operate digital video equipment, engage in both diegetic and non-diegetic sound design, and edit using Adobe Premiere Pro. Emphasis will be placed on using video for expressive, documentary, and commercial purposes.

ART 180: Visual Communication Design I

Prerequisite: ART 100 Basic Design

Credits: 3cr. hrs. (5pds: 2 lec, 3 lab)

Course Description: Visual Communication Design I

Basic visual and cognitive organizational processes for the practice of visual communication are presented through lectures and demonstrated through studio exercises. Includes visual perception and organization, visual problem-solving and problem-finding techniques, and visual ideation and evolution.

ART 200: Visual Art & Design Management

Prerequisite: ART 100 Basic Design or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course is designed to assist those who produce visual art and design brand, advertise, market and distribute their products. Students learn to photograph and document products and work process, create brand identities, advertise products, market products, distribute products, and construct and maintain a business via web-presence.

ART 204: Digital Media & Photography II

Prerequisite: ART 104 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course is a continuation of ART 104 Digital Photography I, expanding initial experience for digital imaging on a Macintosh operating system, from both a technical and theoretical point of view. Students learn to further utilize camera and software as tools for image capture through lecture, demonstration and hands-on practice.

ART 205: Painting I

Prerequisites: ART 110 or instructor permission

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course emphasizes the development of basic painting techniques and skills using acrylic paint, other paint media, stretched canvas, and other varied supports. Course work is based on working from observation and resource materials through basic color theory, as related to plasticity of form and space. Students explore a variety of painting techniques and concepts to build a foundation for developing expressive and representation skills in painting.

ART 210: Drawing II

Prerequisite: ART 110 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course increases the student's knowledge of drawing techniques and principles. Emphasis is placed on developing perceptual drawing, concepts related to pictorial space and composition, and the human form as subject. Students will work with thematic drawings and experimental techniques to communicate personal solutions to given assignments.

ART 215: 3D Design II

Prerequisite: ART 100 Basic Design, ART 115 3D or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course offers a continuation of the basic sculptural materials and techniques offered in ART 115 3D Design I. Students experiment with additive and subtractive processes in clay,

plaster, wood, stone, and other contemporary materials to learn a variety of construction techniques. The focus is on developing skills and fabrication solutions in three-dimensional form, with an emphasis on the safe use of materials.

ART 220: Painting II

Prerequisite: ART 110, or ART 150, or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course is an introductory course that emphasizes the development of basic painting techniques and skills using acrylic paint, stretched canvas and other supports. Course work is based on working from observation and resource materials through basic color theory as it related to plasticity of form and space. Students explore a variety of painting techniques and concepts to build a foundation for developing expressive and representation skills in painting.

ART 225: Life Drawing III

Prerequisite: ART 210 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: An advanced level drawing course that is an exploration of the structure, anatomy, design and expression of the human figure. Students explore a variety of drawing materials, drawing supports and techniques that are traditional and experimental.

ART 230: Sewing I

Prerequisite: None

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course familiarizes students with the sewing machine while providing instruction in basic sewing skills, sewing kit equipment, needle position, stitch types, the impact of fabric types and qualities. Students practice basic procedures by initially creating small sewn items then advance to larger functional and decorative projects.

ART 240: Sewing II

Prerequisite: ART 230 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: A continuation of basic sewing skills learned in ART 230 Sewing I, using more complicated sewing stitches and seams. Students keep a sample sewing notebook, sew several smaller but more complicated projects, then progress to constructing three medium-level garment and household projects.

ART 251: Video II

Prerequisites: ART 151 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec 3 lab)

Course Description: Video II is an intermediate course in video and audio production. Students expand their hands-on knowledge of digital video recording equipment, and audio and software editing for the purpose of both expressive and commercial purposes. In addition, examination and use of film theory

and narrative construction will be integrated into the video projects. Students will work both individually and collaboratively on projects taking on various roles in the pre-production, production and post-production phases of filmmaking. Students will complete video projects and learn how to format these for use on various platforms.

ART 255: Printmaking I

Prerequisite: ART 110, and ART 150 Color & Composition, or permission of instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course introduces students to the artist's printmaking studio through a series of assignments in various basic printmaking techniques. This course emphasizes nontoxic printmaking processes, materials, low tech approach to multiples, and the proper use of tools and equipment. Instruction includes lectures, demonstrations and critiques.

ART 260: Printmaking II

Prerequisite: ART 255 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course is a continuation of ART 250 Printmaking I that introduces additional printmaking techniques and further development in previous techniques. The course will emphasize the development of a portfolio of print editions.

ART 280: Visual Communication Design II

Prerequisite: ART 180 or permission of the instructor

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course, an essential visual communication and design elective, further explores the relationship of form and communication in visual communication. Design is explored through theoretical and applied projects. The impact of typography and imagery and their syntactic relations upon audience and content is stressed using manual and digital media

ART 290: Portfolio

Prerequisite: Completion of general education courses.

Credits: 1 cr. hr. (3 pds: 1.5 lec, 1.5 lab)

Course Description: This course is the conceptualization, realization, and documentation of an AFA portfolio project. It is a necessary capstone experience integrating professional development of the portfolio, promotional materials, and resume or CV (curriculum vitae) within the field of visual arts and design.

ART 297: Special Topics in Art

Prerequisite: ART100 or approval by instructor

Credits: 3 cr. hrs. (5 pds: 2 lec 3 studios)

Course Description: ART 297 is an elective course that highlights a unique tool, process, technique, and/or practice in art. Course learning outcomes will vary based on the topic at

hand. A course fee may be assigned for experiences that require specialized materials or community immersion learning.

Astronomy (AST)

AST 101N: Solar System

Prerequisite: MAT089 or instructor signature

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Introduction to the science of the nature and origin of the solar system, the sun and its family of planets, comets, and asteroids. Includes the history of astronomy and special topics regarding the space program. Scientific thinking as an application of critical thinking and science in contrast to pseudoscience is also covered. Lecture and lab are integrated.

AST 102N: Stars, Galaxies, Universe

Prerequisite: MAT089 or signature of instructor

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Introduction to the universe beyond the solar system. Includes the nature of light, how astronomers and telescopes work, and the possibilities of alien life in the universe. Also includes the lifetime of stars, quasars, pulsars, and black holes. The origin, nature, and future of the universe are also discussed. In addition, scientific thinking as an application of critical and quantitative thinking and science in contrast to pseudoscience are included. Lecture and lab are integrated.

Building Construction Technologies (BCT)

BCT 120H: Core Curriculum: Introductory Craft Skills

Prerequisite*:* None

Credits: 6 cr. hrs. (6 pds: 5 lec. 1 lab)

Course Description: This course introduces the basics skills and knowledge of the construction industry including effective communication, employability skills, safety, construction math, hand tools, power tools, blueprints, rigging, and material handling.

Biology (BIO)

BIO 100N: Biology Concepts

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Basic principles and concepts of biology. Includes methods of scientific inquiry, cell structure, chemistry, metabolism, reproduction, genetics, molecular biology, evolution, ecology, and current issues in biology. Lecture and lab are taught simultaneously.

BIO 105N: Environmental Biology

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Fundamentals of ecology and their relevance to human impact on natural ecosystems. Includes ecosystem structure and function, population dynamics, and human impacts on air, water, land, and biodiversity. Lecture and lab are taught simultaneously.

BIO 108N: Plants, People, & Culture

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Study of human use of plants, integrating historical and cultural perspectives with present-day applications. Includes the importance of plants in the environment, and plant function as it relates to human society. Also includes patent medicines, herbal remedies, and origins of agriculture, food and fiber crops, and the production of alcoholic beverages. Lecture and lab are integrated in this class.

BIO 109N: Natural History of the Southwest

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Study of the common plants and animals of the Southwest. Includes their identification, adaptations, behavior, and ecology. Also includes physical geography and geological principles of the region. In this course the lecture and lab are taught simultaneously.

BIO 127N: Human Nutrition and Biology

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Principles of nutrition presented in the context of human biology. Includes chemistry, digestion, absorption, and metabolism of nutrients. Also includes biological and nutritional perspectives on various health issues such as cardiovascular disease, hypertension, cancer, diabetes, and osteoporosis. Lecture and lab are integrated in this class.

BIO 160N: Intro to Human Anatomy and Physiology I

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Structure and dynamics of the human body. Includes foundations such as chemical, cellular and tissue levels of organization. Also includes major structures and functions of integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Lecture and lab are integrated in this class.

BIO 181N: Unity of Life I: Life of the Cell

Prerequisite: BIO 100N or CHM 121N or higher or instructor approval

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This is an introductory course for biology majors with an emphasis on the unifying molecular and cellular principles of all life on earth. It covers the principles of structure and function of living things at the molecular, cellular, and organismic levels of organization, including introduction to the scientific process, scientific measurements and laboratory techniques, chemistry and organization of cells, metabolism, patterns of cell division, patterns of inheritance, nucleic acids, and biotechnology. Lecture and lab are integrated in this class.

BIO 182N: Unity of Life II: Multicellular Organisms

Prerequisite: Prerequisite: BIO 100N or BIO 105N and MAT 142H or higher

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course is a survey of the principles of structure and function of living things at cellular, organism, and higher levels of organization. Topics include the evolution, classification, diversity and ecology of organisms, structure and function of plants and animals, structure of ecosystems and the biosphere. This course will emphasize holistic perspectives of life emphasizing the unity within the diversity of life, the inter-relatedness of all living organisms and the greater context for biological science. Lecture and lab are integrated in this class.

BIO 184N: Plant Biology

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Study of principles and processes in plant biology with emphasis on vascular plants. Includes survey of plant kingdom. Lab and lecture are integrated in this class.

BIO 201N: Human Anatomy and Physiology I

Prerequisite: BIO 181N with a grade of C or better

Credits: 4 cr. hrs (6 pds; 3 lec, 3 lab)

Course Description: Study of the structure and function of the body. Topics include levels of organization, homeostasis and disease, anatomical terms, integumentary system, skeletal system and articulations, muscular and nervous systems, autonomic nervous system, and special senses with an emphasis on their importance to human health.

BIO 202N: Human Anatomy and Physiology II

Prerequisite: BIO 201N with a grade of C or better

Credits: 4 cr. hrs (6 pds; 3 lec, 3 lab)

Course Description: This course is a continuation of BIO 201N. Topics include the structure and function of the endocrine cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and their importance to human health. This course includes homeostatic mechanisms and their effects on organ systems as well as energy balance.

BIO 205: Microbiology

Prerequisite: BIO 181N with a grade of C or better; CHM 130N or CHM 151N recommended

Credits: 3 cr. hrs (3 pds; 3 lec)

Course Description: Fundamentals of microbiology with an overview of microorganisms and their relationship to health, ecology, and related fields. Topics include microbial cell structure and function, diversity of microorganisms, growth, metabolism, microbial genetics, disease mechanisms and immune response. It also includes an introduction to the principles of epidemiology and pathogenesis as well as a discussion of critical global and community public health issues.

BIO 208N: Tohono O'odham Ethnobotany

Prerequisite: Completion of general education science courses

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course covers basic principles of botany, plant ecology, and the diversity of ways in which plants and the uses of plants have shaped cultural and historical developments of the Tohono O'odham. In this course, students will learn the fundamentals of plant classification and identification including the Tohono O'odham names of plants. Students will learn about the traditional uses of plants and their role in health and nutrition. They will learn about traditional plant harvesting methods as well as traditional and modern practices in plant cultivation. Students will also learn about the critical roles that plants play in the modern world and into a sustainable future.

BIO 232: Principles of Research in the Natural Sciences

Prerequisite: WRT 101, MAT 151 and 2 science courses

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides students with the basics of conducting scientific research in the natural sciences. It also includes an introduction to Indigenous research methodologies, community-based participatory research, and action-research. Specific topics include the scientific method, ethical protocols in the research process, comparison of Western and Indigenous ways of knowing, use of scientific literature sources, experimental design, critical article review and analysis, presentation of experimental data, and case studies of research in Indigenous communities. It will include an exploration of Indigenous research protocols and paradigms and incorporation of cultural worldviews and values in the research process. Students will engage in a class research project to gain first-hand experience in research**.**

BIO 254N: Global Change Biology

Prerequisite: Assessment or completion of WRT 101; Completion of BIO 105N or signature of instructor

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Global change biology is a new field of biology which explores the consequences of global environmental change on humans and ecosystems. This course focuses on climate change as a key driver of environmental change. Climate change is addressed by exploring causes of past and current climate change while providing a strong contextual setting for Native American students based on their own culture and traditional ecological knowledge.

Lecture and lab are integrated in this class.

BIO 295: Independent Research Course in Science

Prerequisites: MAT 151 and 8 credits of science or consent of instructor.

Credits: 1-4 credits (0 lec; 3-12 lab)

Course Description: Independent research course in which a student explores a topic of interest under the supervision of a faculty member. The course may include lab-based or field-based experiences, data science, literature readings, research methodologies, attending seminars and professional meetings, and engaging in independent research project/study. This course provides students with firsthand research experience to develop their research skills. Course may be repeated for a maximum of six credit hours. Cross-listed with GEO/SCI/CHM/PHY.

BIO 298: Service-Learning Practicum

Prerequisites: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.

Credits: 1 cr. hr.

Course Description: This practicum course allows the student to gain experience by completing a service learning project related to the student's science concentration. Coordinated and supervised by faculty and/or community or institutional partners, students are placed in a service-learning position where the student applies their knowledge and skills in real-world contexts.

BIO 299: Research Practicum

Prerequisites: Declared major in AACPH, ASBBS, ASNR, ASPS, or AAPPN and completion of general education requirements.

Credit: 1 cr. hr.

Course Description: This practicum course allows science majors to examine a specific topic related to the student's science concentration. The student will produce a thesis-style research paper or research proposal. Use of printed and electronic professional literature will be required during the research process. Completion of this project will incorporate communication skills, knowledge of the process of science and synthesis of scientific knowledge.

Business (BUS)

BUS 100: Introduction to Business

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces key principles of business operations in the private enterprise system. Includes contemporary business and its environment, structure of American business, management principles of the organization, people, and production, marketing management, information systems and accounting and financing the enterprise.

BUS 125: Business on the Internet

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Includes digital commerce terminology, location connectivity, business applications, legal issues, security, marketing, website, and operating a successful e-business.

BUS 148: Business Ethics: Morals in the Workplace

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Students will analyze how ethical principles in decision-making can be applied to business and industry settings. Includes examination of moral issues, ethical frameworks, and personal values, workplace standards, social, religious, and cultural values, legal ramifications of action and inaction, and technology's role in shaping workplace culture.

BUS 151: Mathematics of Business

Prerequisite: MAT 089 or higher

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces mathematical procedures designed for practical utility in the business environment. Includes payroll, bank records, purchasing, sales, consumer credit, insurance, taxes, interest, inventory, depreciation, stocks and bonds, financial statements, and introductory statistics.

BUS 200: Business Law

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Principles and sources of business law. Includes nature of American law, scope and complexity of tort law, nature and principles of contract law, sale of goods under the Uniform Commercial Code, nature and principles of agency law, and business organizations.

BUS 205: Statistical Methods in Economics and Business

Prerequisite: MAT 142H or higher

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces statistical concepts and methods of business. Includes statistics, data, and statistical thinking, methods for describing sets of data, probability, discrete random variables, continuous random variables, sampling distributions, estimation with confidence intervals, tests of hypothesis, inferences based on two samples, correlation and regression, methods for quality improvement, time series, design of experiments and analysis of variance, nonparametric statistics, and categorical analysis.

BUS 210: International Business

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to international business, focusing on the importance of cultural, economic, legal, political, sociological, and strategic complexities that emerge when business activities transcend international borders. Includes the terminology of international business and the basic “do’s and don’ts” within the various foreign business societies.

BUS 220: Legal Environment of Business

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces the legal, ethical, and international environment of business. Includes an introduction to law, ethics and corporate responsibility, judicial system and litigation, alternative dispute resolution, administrative agencies, crimes and torts, contract law, product liability, international business law, agency law, and legal forms of business enterprises.

Casino Operations (CAG)

CAG 100: Casino Gaming Industry Basics
Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces the casino gaming industry's development in the United States and Indian Country. Includes integration of casino operations with lodging, food, beverage, and entertainment. Includes challenges to casino operation, security and cheating, and strategies for game protection and insuring responsible gaming. Introduces intricacies of tribal, state, and federal regulatory regimes, including IGRA (Indian Gaming Regulatory Act). The economics of casino gaming is examined including the relationship between casino gaming and the local and regional economy, proven marketing strategies, and elements of consumer behavior.

CAG 111: Casino Gaming Finance and Accounting

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course focuses specifically on accounting and fiscal practices relevant to casino gaming in the context of federal, state, and tribal law. Emphasis areas include casino accounting and auditing, internal controls, internal audits, slot machine accounting and auditing, Title 31 (Bank Secrecy Act) compliance, budgeting, cage operations, as well as money handling and tracking skills.

CAG 112: Indian Gaming Law & Policy

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course will examine the historical framework of law and policy that encompasses Indian Gaming in the United States. It will examine Tribal Sovereignty, Federal Indian Law, and how it pertains to Indian gaming, State gaming compacts and Tribal law and policy. This class will pay close attention to the business side and regulatory side of Indian Gaming. The class will conclude with an examination of the economic impact gaming revenues and revenue sharing make on American Indian communities and their surrounding communities.

CAG 122: Casino Gaming Theory and Practice

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course introduces casino games that prepare students to engage constructively and knowledgeably with staff and customers in the gaming environment. Subjects covered include the basic mechanics of gaming, technology of table games and slots, basics of dealing, consumer behavior,

role of analysis in gaming, and security procedures related to major casino games. This course contains modules on casino math that provide a basic understanding of the basis for the profitability of gaming, i.e., the house advantage. The overall emphasis is not on training students to operate games, but rather to educate them about what happens in a casino, why it happens, and about how to deal with situations that fall outside the norms of responsible casino gaming.

CAG 133: Customer Service, Management and Marketing

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course examines customer service, management and marketing practices for delivering high quality casino gaming services. Students learn about selling, promoting and positioning services and to apply marketing concepts within the gaming industry. The course covers customer behavior and expectations, techniques for building customer loyalty, and the relation of those elements to creating a responsible and successful business environment. Students learn the importance of employee development and organizational culture, the basics of supervision, managing staff and players, in addition to counseling and employee relations.

CAG 144: The Tribal Casino: Challenges and Opportunities

Prerequisite: Earned Casino Management Certificate within the semester

Credits: 3 cr. hrs. (3pds: 3 lec)

Course Description: This capstone course provides an opportunity for students to use the knowledge and skills they have gained through the casino gaming certificate to real-world scenarios. The course challenges students to synthesize what they have learned and to engage in critical thinking as they work individually and in groups to address typical problems and opportunities that arise in casino gaming operations.

Chemistry (CHM)

CHM 121N: Chemistry and Society

Prerequisite: MAT 089 or higher

Credits: 4 cr. hrs. (6 pds: 3 lec. 3 lab)

Course Description: This course covers the foundations of chemistry and its relationship to everyday experiences. Skills such as conversions and problem-solving techniques are also covered. Students will be introduced to laboratory techniques and participate in experimental activities that promote the development of basic and advanced science-process skills.

CHM 130N: Fundamental Chemistry

Prerequisite: MAT 151 or higher

Credits: 5 cr. hrs. (7 pds: 4 lec. 3 lab)

Course Description: Inorganic chemistry as a basis for the study of some life processes. Includes the classification, structure and general chemical behavior of inorganic matter.

CHM 140N: Fundamental Organic and Biochemistry

Prerequisite: A grade of C or better in CHM 130N

Credits: 4 cr. hrs. (6 pds: 3 lec. 3 lab)

Program of Study: Life Science

Course Description: This course is the continuation of CHM 130N and covers organic chemistry as the basis for life processes. Topics covered include the classification, structure, and general chemical behavior of organic and biochemical systems. This course is adapted to the needs of students in the allied health programs.

CHM 151N: General Chemistry I

Prerequisite: MAT 151 or higher

Credits: 5 cr. hrs. (7 pds: 4 lec, 3 lab)

Course Description: This integrated lecture-lab course is designed to develop a basic understanding of the central principles of chemistry that are useful to explain and predict the properties of chemical substances based on their atomic and molecular structure. Topics covered include atomic structure, chemical bonding, reaction stoichiometry, behavior of gases, and reactions in solutions, and thermochemistry. Additionally, students will be introduced to modern laboratory techniques and participate in experimental activities that promote the development of basic and advanced science-process skills. The course is designed for students who require a strong foundation in general chemistry, such as science and engineering majors, pre-medical and pre-pharmacy students.

CHM 152N: General Chemistry II

Prerequisite: With a grade of C or higher in CHM 151N

Credits: 5 cr. hrs. (7 pds: 4 lec, 3 lab)

Course Description: CHM 152N General Chemistry II

This integrated lecture-lab course is a continuation of CHM 151IN Fundamentals of Chemistry I. This course includes topics such as chemical kinetics, spontaneity of chemical change, chemical equilibrium, precipitation reactions, acid and base equilibria, complex ions, oxidation-reduction reactions, and nuclear reactions.

CHM 295: Independent Research Course in Science

Prerequisites: MAT 151 and 8 credits of science or consent of instructor.

Credits: 1-4 credits (0 lec; 3-12 lab)

Course Description: Independent research course in which a student explores a topic of interest under the supervision of a faculty member. The course may include lab-based or field-based experiences, data science, literature readings, research methodologies, attending seminars and professional meetings, and engaging in independent research project/study. This course provides students with firsthand research experience to develop their research skills. Course may be repeated for a maximum of six credit hours. Cross-listed with BIO/SCI/GEO/PHY.

Computer Information Science (CIS)

CIS 100: Introduction to Computers

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces computer information systems: components, problem solving and program/system development concepts, application of information technology and computer ethics, and security. Includes applied problem solving using a spreadsheet tool.

CIS 120: Introduction to SQL (Structured Query Language)

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides a foundational understanding of Structured Query Language (SQL). Students will learn to use Oracle or MySQL tools to design, create, and maintain database structures to store, retrieve, and display data. We will explore how data management serves as a modern tool for T-Wohocudadag (Our Beliefs) by ensuring information is preserved accurately.

CIS 127: Programming and Problem Solving

Prerequisite: MAT 142H, CIS 100

Corequisite: MAT 142H

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: Introduction to programming computer systems. Includes terminology, fundamental concepts of information systems, hardware, software, operating systems with emphasis on computer programming and problem solving. Also includes advantages/disadvantages of different language types, source code versus executable code, data structure and data representation, natural and artificial language statements, syntax, semantics, expressions, control structures and procedural abstraction. Also includes concepts of problem-solving techniques, creating test data, program debugging, and program termination, solving simple problems and the use of Visual Basic programming language, programming environment and hardware, and using computers and other methods to complete assignments.

CIS 130: Fundamentals of Computer Networking Technology

Prerequisite: MAT 142H or higher, or concurrent enrollment

Credits: 3 cr. Hrs. (3 pds: 3 lec)

Course Description: Introduction to the fundamentals of computer networking, history of networking, and network standards and protocols. Introduction to technologies, terminology, and skills used in the world of computer networking. This course prepares students for industry-standard certification exam(s).

CIS 140: Introduction to Risk Management

Prerequisite: MAT 142H or higher, can be taken concurrently. CIS 100.

Credits: 3 cr hrs. (3 pds: 3 lec)

Course Description: This course introduces the essentials of computer and network security and covers all of the fundamental objectives for the Computer Information System Security Professional (CISSP) certification program. Best practices, as well as roles and responsibilities of security practitioners are covered. Defensive measures are also introduced to protect computer systems and networks from attacks. Preparation for the CISSP Certification exam.

CIS 200: Systems Analysis and Design

Prerequisite: MAT 142H or higher with C or Better

Credits: 3 cr hrs. (3pds: 3 lec)

Course Description Principles of information systems analysis and design using high-level development tools. Covers flow diagrams, PERT charts, and Gantt charts. Requires a case study (small-group) project.

CIS 210: Introduction to System Administration

Prerequisite: CIS 100 and MAT 142H or higher with C or better or concurrent

Credits: 3 cr hrs. (3 pds: 3 lec.)

Course Description: This course exposes students to the best practices of system and network administration, independent of specific platforms or technologies. Students will learn six key principles of site design and support practices: simplicity, clarity, generality, automation, the mutation, and basics. This course examines the major areas of responsibility for system administrators within the context of these principles. Students will also be introduced to change management and revision control, server-upgrades, maintenance windows, databases, and service conversions.

CIS 234N: Cybersecurity and Network Defense

Prerequisite: CIS 100, MAT 142H or higher with a C or Better

Credits: 4 cr hrs. (4 pds: 3 lec 1 lab)

Course Description: This in-depth course focuses on the configuration, management, and advanced troubleshooting of complex network environments. Students will explore advanced routing protocols and techniques aimed at ensuring network efficiency, scalability, and reliability. Through hands-on labs and real-world scenarios, learners will gain practical experience in designing, optimizing, and maintaining enterprise-level networks. Upon completion, participants will be fully prepared to implement and manage advanced routing and switching solutions, as well as troubleshoot and secure high-performance network infrastructures.

CIS 240N: Network Security

Prerequisite: CIS 100, MAT 142H or higher with a C or Better

Credits: 4 cr hrs. (4 pds: 3 lec 1 lab)

Course Description: This course explores fundamental cybersecurity principles essential for protecting today's interconnected systems. Students will learn methods for securing routing protocols, mitigating common network-based threats, conducting security assessments, responding to security incidents, and applying basic digital forensics techniques. Students gain practical, hands-on experience in network, wireless, and cloud security. This course also prepares students for industry-standard certification exam(s).

CIS 250N: Coding Fundamentals

Prerequisite: CIS 100, MAT 142H or higher with C or Better

Credits: 4 cr hrs. (4 pds: 3 lec 1 lab)

Course Description: This course provides a thorough and practical guide to creating structured documents and sharing them on a network. HTTP, HTML, XML, and CSS. Media on the web: images, sound, animation, and text encodings. Security and usability, integrating programs and databases with web documents. PHP, Python, Javascript, SQL, Visual Basic, and light app coding will also be introduced.

CIS 280: IT Project Management

Prerequisite: CIS 100, MAT 142H or higher with C or Better

Credits: 3 cr. hrs. (3pds: 3 lec)

Course Description: This course examines the organization, planning, and controlling of projects and provides practical knowledge on managing project scope, scheduling and managing resources. Topics include project life cycle, work breakdown structure and Gantt charts, network diagrams, scheduling techniques, and resource allocation decisions. Concepts are applied through team projects and tutorials using industry-standard project management software. (Microsoft Project)

CIS 297: Internship/Practicum

Prerequisite: None

Credits: 3 cr. hrs. (3pds: 3 lec)

Course Description: The student will work with CIS Faculty to customize an internship or practicum that will tie together, and go beyond, what the student has learned in the rest of the courses. The student should have completed most of the required courses and be enrolled in their last semester.

Communication (COM)

COM 263: Intercultural Communication
Prerequisite: WRT 101
Corequisite: WRT 102
Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course introduces concepts and principles of intercultural communication, with a focus on regional, national and international settings. Students examine issues such as cultural value patterns, cultural identity, verbal and nonverbal communication styles, intergroup relationships, managing conflict, intercultural adjustment and adaptation, and intercultural group facilitation. The course is designed to develop skills as a “boundary rider” to shift comfortably within and between cultures, and yet maintain an intact cultural identity.

COM 269: Health Communication

Prerequisite: WRT 101

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: Health Communication provides a focus on interpersonal, public, team and community health education in health-care settings, community and public health environments, or health organizations. This course will focus on health-related issues in tribal communities and is an opportunity to develop critical thinking, self-awareness and empowerment.

Community and Public Health (CPH)

CPH 101: Exploring Careers in Health Professions
Prerequisite: None
Credits: 2 cr. hrs. (2 pds: 2 lec.)
Course Description: The course will serve as first year colloquium designed for students who are interested in pursuing careers in medicine, pharmacy, public health and other health related areas. This course will focus on student success and help students become familiar with educational pathways leading to a health career. This is a course in critical thinking, self-awareness, and empowerment and seeks to provide insight regarding health-related issues in tribal communities and serves as an opportunity to explore topics in career readiness.

CPH 178: Personal Health and Wellness

Prerequisite: WRT 101 (or corequisite)

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: This course will provide basic understanding of the processes of physical, mental/emotional and social health, and processes of community health illustrating the structure and function of healthcare in the U.S. and in Indian Country. This course will emphasize current science and public health theory, as well as cultural, societal and environmental factors that contribute to individual and population health.

CPH 200: Introduction to Community and Public Health

Prerequisite: CPH 178 Personal Health and Wellness and WRT 102

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: The course will provide an overview of the foundations of community and public health, including a summary of history, public health organizations, health disparities and social determinants, mental health and substance abuse, health care delivery and environmental health. An emphasis on Native American health care systems, including Indian Health Services, and local health context of Tohono O'odham Nation will be used throughout the course.

Computer Software Applications (CSA)

CSA 100: Computer Literacy

Prerequisite: None

Credits: 1 cr. hr. (1.5 pds: 0.5 lec, 1 lab)

Course Description: Introduces computer applications and software. Includes historical significance of the computer, components of a computer system, and spreadsheet, database, and word processing use within a workplace. Also includes computer networks for communication and information.

CSA 107: Microcomputer Software/Hardware Topics

Prerequisites: CSA 101, CSA 182

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Overview of microcomputer operating procedures. Includes software, hardware, and communication networks.

CSA 110: Spreadsheets: Microsoft Excel

Prerequisite: MAT 089 or higher, or concurrent enrollment

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Fundamentals of Microsoft Excel. Includes creating, saving, editing and printing spreadsheets, creating and using ranges, using date and time functions, viewing and editing worksheets, using multiple worksheets, protecting data and time functions, creating multiple views, using, creating, maintaining, sorting, and finding information in a list, creating, using and enhancing a chart. Includes creating complex formulas, customizing work area, creating pivot tables, linking files, consolidating data, and recording macros. May be offered in modules.

CSA 120: Word Processing

Prerequisites: None

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Word processing concepts, and includes creating and editing documents, and using character and paragraph formatting, tables, styles, templates, and macros, merge, multiple-columnar formats, Internet basics, creating and using advanced styles, templates, and forms, working with graphics in documents, working with large documents, determining document layout, and sharing documents.

CSA 130: Microsoft PowerPoint

Prerequisite: None

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Fundamentals of Microsoft PowerPoint. Includes beginning a presentation, templates and Wizards, color schemes, drawing tools, clip art, presentations in outline view, toolbars, organization charts, graphs, advanced text and graphics, templates and the slide master, slide shows, output and presentation options. Also includes animation, video, sound, action buttons, and running a slide show. May be offered in modules.

CSA 141: Integrated Office Suite

Prerequisite: CSA 101

Credits: 4 cr. hrs. (5 pds: 3 lec, 2 lab)

Course Description: Practical applications and concepts using integrated Microsoft Office software. Includes concepts, functions and features of Word, Excel, Access, PowerPoint, and integrated case studies.

CSA 170: Database: Access

Prerequisite: None

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Techniques for using Microsoft Access. Includes an overview of Microsoft Access, creating tables, working with tables, creating and using select queries, creating and using forms, creating and using reports, creating a report that contains totals, principles of table design and relationships, table design techniques, designing select queries, customizing form designs, working with data access pages, customizing reports, parameter and action queries, query joins and crosstab queries, using advanced form techniques, creating basic macros to automate forms, using macros to provide user interaction and automate tasks, using advanced report techniques, and Access and the Internet. May be offered in modules.

CSA 182: Microsoft Windows: Current Version

Prerequisite: None

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Fundamentals of Windows. Includes an introduction to Windows, Explorer, the active Desktop, My Computer, files and folders, and installing and running applications, configuring memory for Windows, using keyboard alternatives vs. the mouse. Also includes running Windows applications, using file Manager, Printer Manager, and Windows accessories, customizing Windows, adding plug-and-play and multiple monitors, networking with Windows, using Mobile Windows, and accessing the Internet.

Culinary Arts (CUA)

CUA 110: Food Safety & Sanitation

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: In this course, students will learn about food borne illnesses, kitchen safety, fire hazards, and in-depth kitchen sanitation procedures based on current professional standards. Upon successful completion of the course, students will also receive their Food Handler's Permit and State Food Handler's certification.

CUA 120: Culinary Math

Prerequisite: None

Credits: 2 cr. hrs**.** (2 pds: 2 lec)

Course Description: Students learn and apply basic mathematics in a working situation using recipe conversions, costing standard recipes, following production sheets, using portion control, and limiting the percentage of food waste.

CUA 125: Professional Cooking Basics I

Corequisite: CUA 110 Food Safety & Sanitation

Credits: 4 cr. hr. (6 pds: 2 lec, 4 lab)

Course Description: The Professional Cooking Basics course provides students with the basic knowledge needed to understand the day-to-day operation of a commercial kitchen. The course will involve a

strong emphasis on planning and organization of a food service operation which includes recipe breakdown, scheduling, ordering, and menu planning. Students will also learn about the basic cooking styles used in all professional kitchens.

CUA 210: ServSafe

Prerequisites: CUA 110 Food Safety and Sanitation

Credits: 3 cr hrs. (5pds: 2 lec, 3 lab)

Course Description: ServSafe is a food and beverage safety training and certificate program administered by the National Restaurant Association. The program is accredited by ANSI and the Conference for Food Protection. Sanitation certification is required by most restaurants as a basic credential for their management staff.

CUA 220: Professional Cooking II

Prerequisites: CUA 125 Professional Cooking I and CUA 110 Food Safety and Sanitation

Corequisite: CUA 210 ServSafe

Credits: 4 cr. hr. (6 pds: 2 lec, 4 labs

Course Description: These courses will provide a basic knowledge of food preparation in a variety of settings from fast food to fine dining. Understanding recipe breakdown, food cost, equipment, ordering, receiving, proper food handling and a heavy emphasis on food safety and sanitation. This course will also have an overlay of management skills, nutrition with seminars and lectures from established professional in the food service industry.

CUA 230: Indigenous & Sustainable Foods

Prerequisites: BIO 127N Human Nutrition and Biology

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course is a Native American outlook on foods and culture and preservation of native sustainable foods, from all native cultures. Foods used in a variety of ways from medicinal purposes to farming and agriculture will be studied. The course has a strong emphasis on Tohono O'odham traditions and cultural beliefs and foods of the tribe.

CUA 235: Baking and Pastry I

Prerequisites: CUA 125 Professional Cooking I and CUA 110 Food Safety and Sanitation

Credits: 3 cr. hrs. (3 pds: 1 lec, 2 lab)

Course Description: The Professional Baking I course provides students with the basic skills and knowledge for entry levels in baking in a professional kitchen environment. Instruction focuses on a maximum hands-on experience as well as theory and kitchen safety. Students will be involved in all aspects of baking preparations including breads, sweet breads, assorted pastries, cakes and cake decorating.

CUA 240: Culinary Arts Nutrition

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course will cover information regarding nutrition in the food service industry. Topic arears will include fats, carbohydrates, protein, vitamins, minerals, additives, and chemical pesticides. Students will use the food pyramid in relation to menu analysis. The digestive system for food intake will be examined through video presentations. Students will examine product labels, using information from the Food and Drug Administration.

Early Childhood Education (ECE)

ECE 105: Introduction to Early Childhood Education

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The course is an entry level course for students pursuing and ECE certificate or degree. The course provides an introduction to the field of Early Childhood Education (ECE) and an overview of the profession. Content includes an introduction to different types of programs for young children, professional roles and opportunities within the field, legal considerations in ECE, and key philosophies and theories of Early Childhood Education.

ECE 110: Emergent Language and Literacy (Cross-listed with EDU 220)

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course focuses on the study of oral and written language acquisition, emergent literacy, and literature for children. The course teaches assessing typical language development, strategies for promoting children's language development, creating language-rich environments, historical development of children's literature, examines literary elements (characterization, plot, and style), exploring a broad spectrum of children's literature, and strategies for involving families and community members. Students will also learn how to include literacy in other content areas of their teaching to create a literacy-rich environment.

ECE 111: Special Education for Children (Cross-listed with EDU 202)

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course includes the study of the history, philosophy, and current educational practices and theories in special education. It explores different types of assessments for identifying and diagnosing special needs, characteristics associated with these diagnoses, and available referral services and resources. Cultural considerations including early intervention services, PreK-12th grade special education; student transitioning within the school and between school and community. It also includes supporting home and school collaboration, focusing on communication between the IEP, IFSP, and MET members, implementing appropriate modifications, and supporting ongoing assessment.

ECE 120: Supervision and Administration of Early Childhood

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course presents an analysis of the elements for planning, implementing, maintaining, and evaluating early childhood education programs. Includes regulations, health and safety issues, staff selection, training, supervision and evaluation. Includes management of facilities, budget, equipment, supplies, and arranging a classroom environment.

ECE 124: Math and Science for Children

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course includes exploring theories behind, and methodologies for, teaching math and science concepts to young children, from birth through age eight. Students will engage in hands-on activities that they can replicate with young students and will create culturally-relevant math and science activities that promote children's cognitive development. The course also provides strategies for observing and documenting children's progress in the content areas of math and science.

ECE 125: Health, Safety, and Nutrition

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides an in-depth study of the health, safety and nutritional needs of children based on current research and recommendations. It includes the study of: healthy exercise and attitudes, traditional nutritious foods, illness prevention, food safety, tribal regulations related to healthy and safe environments, and relevant community resources.

ECE 217: Child Development (Formerly ECE 117)

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course is an analysis of the elements which affect growth and development pre-birth to age eight. The content includes an introduction to major developmental theorists, the role of genetics, health and social influences, and domains of development.

ECE 226: Effective Interactions and Guidance

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides students with age and developmentally appropriate strategies for creating a positive, socially-competent classroom community. The content includes: tools to identify and document behavioral concerns; effective classroom management techniques that reduce behavior problems with typically developing children; positive guidance and behavior management strategies for teaching children self-regulation skills and socially acceptable interactions; and resources for assisting children with challenging behaviors.

ECE 228: Family, Culture and Community

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course examines the influences of family, culture and community on the development and learning of young children. It includes developing a personal framework for understanding cultural differences in attitudes about play, child rearing and diversity of teaching methodologies. Students explore cross-cultural communication techniques, ways to assess and utilize family strengths, and strategies for involving families in the school and classroom.

ECE 230: Early Childhood Curriculum Development

Prerequisite: ECE 105 and ECE 217

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

ECE 232: Early Childhood Observation and Assessment

Prerequisite: ECE 105, ECE 217, and ECE 230

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals.

ECE 291: Internship for Students with Experience in Early Childhood Education

Prerequisite: ECE 226 (or concurrent enrollment), or permission of instructor

Credits: 4 cr. hrs. (16 pds: 1 lec, 15 lab)

Course Description: Internship to support students, currently working in an educational setting, in increasing their professional knowledge by observing, doing, inquiring, and reflecting on teaching and learning. Includes developing a personal view of teaching, education history and philosophy, current trends in education, legal and ethical issues in education, status of contemporary children, exploring classroom learning theory, establishing a successful classroom environment, teaching and lesson planning, teacher as educational leader, and collaborating with families, businesses, and the community.

Economics (ECN)

ECN 200: Basic Economic Principles

Prerequisites: MAT 089

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: Economic theory as applied to individual decision-making units (microeconomics) and as applied to the operation of the economy as a whole (macroeconomics). Includes economic decision-making, economic systems, supply and demand model, price determination, elasticity, household income, business ownership, profit maximization, production functions and costs,

and competition and market structures. Also, includes goals and problems of the macro economy, foundations of the macro economy, fiscal policy and budgets, money, the role of financial institutions and the Federal Reserve, money creation, and monetary theory and policy.

ECN 201: Microeconomic Principles

Prerequisites: MAT 089 or Higher

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: Economic theory as applied to individual units. Includes economic decision making, economic systems, consumer demand, producer supply, price determination, elasticity, cost-benefit analysis, and utility and profit maximization. Also includes production functions and costs, competition and market structures, government in the market economy, labor markets, and income distribution.

ECN 202: Macroeconomic Principles

Prerequisites: MAT 089 or higher

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: Economic theory as applied to the operation of the economy as a whole. Includes economic decision making, economic systems, supply and demand model, goals and problems of the macro economy, foundations of the macro economy, fiscal policy and budgets, money, the role of financial institutions and the Federal Reserve, money creation, monetary theory and policy, the assessment of goals, tools and policies of macroeconomics, and international trade.

Education (EDU)

EDU 200: Introduction to Education

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Provides students with the initial perspective of education. Topics include: purpose of schools and schooling, characteristics of effective schools, diversity and its effects on schools, teachers, and students; social problems affecting schools; comparative education; curriculum issues and controversies; and technology's impact on schools and schooling. This also includes philosophical, legal, and financial issues facing today's schools; history of American education; and current trends in education reform.

EDU 201: Diversity in Education

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Examination of diversity: age, class, gender, race, disabilities, sexual orientation, and culture effect on the K-12 classroom. Exploration of diversity in education; demographic changes and effects on education; diversity and multicultural philosophies and perspectives and approaches for helping students communicate. Also, analysis of prejudice, single-group studies, multicultural education, human relations and capital. Explores children's school achievement in light of learning and teaching styles, and reconstructionist approach to classroom diversity and curriculum planning.

EDU 202: Introduction to Special Education and Exceptional Learner

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course includes the study of the history, philosophy, and current educational practices and theories in special education. It explores different types of assessments for identifying and diagnosing special needs, characteristics associated with these diagnoses, and available referral services and resources. Cultural considerations including early intervention services, PreK-12th grade special education; student transitioning within the school and between school and community. It also includes supporting home and school collaboration, focusing on communication between the IEP, IFSP, and MET members, implementing appropriate modifications, and supporting ongoing assessment.

EDU 203: Classroom and Classroom Relationship Management

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to basic classroom management and classroom relationship principles. Includes planning of curriculum development, delivery, and assessment, the management of the physical classroom environment and the development of a positive class climate, management of the psycho-social aspects of the classroom community, student motivation, management of instruction, management of student work, management of diverse student groups, management of student behavior, management of assessment, evaluation, and records, the development and management of professional relationships in the school environment. Also includes stress management and collaboration techniques.

EDU 204: Psychology of Education

Prerequisite*:* WRT 101, EDU 200, and EDU 201

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The study of educational psychology involves both theory and practice. Focusing upon applying the principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of instruction. Prospective teachers and other professionals in training who will interact with students need to understand how students learn and how that learning varies and is affected by each student's context, culture, and development. This course focuses on the effective application of psychological concepts and principles in the learning and instructional processes; the development of teaching methods, knowledge and skills; and perspectives which enhance learning environments.

EDU 205: Foundations of Reading Instruction

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides an introduction to the concept of literacy and an overview of how literacy skills are developed in educational settings. The course includes the developmental progression of literacy stages through which children pass from pre-literacy to independent literacy skills, a study of methods, materials, classroom procedures, and evaluation techniques for facilitating reading. This course includes 10 hours of in-class observation time.

EDU 211: Science Literacy in the Elementary Classroom - Physical Sciences Emphasis

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The course is an interdisciplinary, hands-on, inquiry-based general science class designed for Early Childhood and Elementary Education majors. The course includes the nature of science, historical perspectives, patterns and relationships, observation skill development, the structure of life, physical science, matter and energy, the universe, technology and society, and the integration of science across the curriculum in educational settings.

EDU 212: Science Literacy in the Elementary Classroom - Life Sciences Emphasis

Prerequisites: Completion of EDU 211 with a grade of "C" or higher or instructor permission.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The course is a continuation of EDU 212 and is presented as an interdisciplinary, hands-on, inquiry-based general science class designed for Early Childhood and Elementary Education majors. The course builds upon knowledge of patterns, relationships, and critical thinking processes to further explore life sciences, including the structure of life, organism in their environments, relationships between biotic and abiotic components of an ecosystem, and scientific classification systems. The course also includes human health, human society, the application of science principles and technology in scientific inquiry, and the integration of science across the curriculum in educational settings.

EDU 215: Structured English Immersion in Grades K-8

Prerequisites: EDU 200 and EDU 203

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The course introduces the science of human development from conception through adolescence, with an emphasis on elementary school-aged children, and reviews the major theories of child development espoused by theorists influencing the field. The course examines the domains of human development, and provides an analysis of factors that affect human growth and development from conception through adolescence, including the role of genetics as well as health, family, environmental, experiential, and socio-cultural influences. The course also explores the role of parents and other adults in the lives of children. The course further provides an overview of public policy and contemporary issues impacting children, elementary education, and the field of child development.

EDU 217: Child Development

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The course introduces the science of human development from conception through adolescence, with an emphasis on elementary school-aged children, and reviews the major theories of child development espoused by theorists influencing the field. The course examines the domains of human development, and provides an analysis of factors that affect human growth and development from conception through adolescence, including the role of genetics as well as health, family, environmental, experiential, and socio-cultural influences. The course also explores the role of parents and other adults in the lives of children. The course further provides an overview of public policy and contemporary issues impacting children, elementary education, and the field of child development.

EDU 220: Children's Literature for Educators (Cross-listed with ECE 110)

Prerequisite: EDU 204, EDU 210, EDU 205

Corequisite: WRT 102

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course focuses on the study of oral and written language acquisition, emergent literacy, and literature for children. The course teaches assessing typical language development, strategies for promoting children's language development, creating language-rich environments, historical development of children's literature, examines literary elements (characterization, plot, and style), exploring a broad spectrum of children's literature, and strategies for involving families and community members. Students will also learn how to include literacy in other content areas of their teaching to create a literacy-rich environment.

EDU 240: Indigenous Education

Prerequisites: WRT 101 with grade of C or higher

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The course moves students beyond their understanding of education within a western or mainstream context by introducing the field of Indigenous Education through the perspectives of Indigenous scholars, researchers, knowledge keepers, practitioners, and community members who offer Indigenous ways of teaching and knowing inherent to Indigenous philosophy. The course further introduces Indigenous Education as a framework for holistic, life-long learning.

The course examines components of Indigenous philosophy (ontology, axiology, and epistemology) within a context of a non-western participatory and experiential knowledge system and explores significant principles and processes in coming to know and in ways of knowing, engaging, and being (as practiced by Indigenous peoples). The course prepares students to analyze and critique the educational institutions for which they work and to explore possible avenues for indigenizing the curriculum, perspectives, practices, and values of those institutions.

Engineering (EGR)

EGR 102N: Introduction to Engineering

Prerequisites: Completion of MAT 187 with a grade of "C" or better, or a co-requisite of MAT 187, or permission of instructor.

Credits: 3 cr. hrs. (5 pd: 2 lec, 3 lab)

Course Description: Design, effective team participation and career preparation in engineering. Includes the different engineering fields and careers, basic skills associated with engineering problem solving and communication, the design process, participation in hands-on design projects, and ethics and professional responsibility.

Forestry (FOR)

FOR 101: Introduction to Forestry and Natural Resources Management

Prerequisite: None

Credits: 3 cr. hrs. (3pds: 3 lec)

Course Description: *Introduction to Forestry and Natural Resources Management* provides a broad overview of forest, forestry, and natural resources management. The central theme is multiple-resource management, with a focus on timber and non-timber forest products, water, rangelands, and wildlife. The course has a strong emphasis on the Western United States and on sustainable management approaches that meet human needs, including how traditional ecological knowledge (TEK) can be used to inform and guide the management of natural resources.

Geography (GEO)

GEO 101N: Physical Geography: Weather and Climate

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 labs)

Course Description: Introduction to the physical elements. Includes earth-sun relationships, atmospheric processes, global heat balance, global pressure and temperature patterns, annual weather and climate patterns, weather and air pollution, urban influences on weather and climate, and climatic change. Also includes weather and people, wave cyclones of middle latitudes, weather maps and weather prediction, basic ecological principles, and energy.

GEO 103: Cultural Geography

Prerequisite: Assessment at or completion of WRT 101 or signature of instructor.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course examines the human world from a geographic perspective. Students will be introduced to geography as a discipline, and the role of culture in human-environment interactions. Includes an exploration of global issues such as population, migration, food supply, agriculture, and geopolitics. Geographies of language and religion are also explored. Urbanization and industrialization are examined in the context of cultural, physical, historical, economic, and political processes.

GEO 170: Introduction to Geospatial Technology

Prerequisites: None

Credits: 3 cr. hrs. (3pds; 3 lec)

Course Description: Students are given a basic introduction to and overview of the field of geospatial technology. Basic principles such as cartography, map history, cartographic design, and geodesy are introduced in the context of digital cartography, field mapping, and geographic information systems (GIS). Students learn about career opportunities in the spatial sciences, and are exposed to recent advances in geospatial technology (GIS, remote sensing, UAS, web maps). The history of GIS and geospatial technology are examined and some key applications of geospatial technology such as defense, agriculture, and emergency management, are explored.

GEO 205N: Geography of the Borderlands

Prerequisite: GEO 103 Cultural Geography

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course will use a geographical approach to study human environmental systems in the borderland regions, with special emphasis on the U.S.-Mexico border and comparative Indigenous case studies. We will look at the socio-political and economic systems that are produced by human communities and how different societies use the borderland landscape for a series of political conflicts over space and culture. Some of the theoretical concepts we will analyze are: the settler state, sovereignty, territory, borders, nation, international law and environment.

GEO 217: Introduction to Global Positioning

Prerequisite: N/A

Credits: 2 cr. hrs. (2 pds: 2 lec, 1 lab)

Course Description: This course trains students to use global positioning technology, combining classroom and in-the-field training to cover basic to intermediate operator skills.

GEO 267: Introduction to Geographic Information Systems (GIS)

Prerequisite: GEO 170

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: This course teaches students ways to capture, store, retrieve, analyze and display geographic data in different formats and outputs. Includes the evolution of GIS technology, system components, database concepts, system integration and its application across a wide range of science, business, government, and nonprofit agencies.

GEO 270: Remote Sensing

Prerequisites: The prerequisite for this course is successful completion of GEO 267 and CIS 100 (or equivalent), or instructor approval.

Credits: 3 cr. hrs. (5 pds.; 2 lec, 3 lab)

Course Description: This course introduces students to the fundamental principles of remote sensing, with special attention to emerging platforms and technologies such as unmanned aerial systems (UAS). The focus of the course is to introduce students to the current body of knowledge in remote sensing, and for students to gain introductory skills in working with remotely sensed data. Through hands-on lab exercises, students will learn how to use satellite and aerial imagery to monitor our environment. Common remote sensing platforms, sensors, imagery processing methods, and classification methods will also be explored.

GEO 277: Advanced Geographic Information Systems

Prerequisites: Completion of CIS 100 (Intro to Computers), or basic computer proficiency and completion of GEO 267 (Intro to GIS), or equivalent course with a grade of B or higher, or permission of instructor.

Credits: 3 cr. hrs. (5 pds: 2 lec, 3 lab)

Course Description: The course builds on and expands on applications of Geographic Information Systems (GIS) and analyses commonly introduced in GIS 217. The course explores spatial analysis, raster processing, digital terrain modeling, map arithmetic, and data structures will be explored through hands-on projects, providing students with advanced skills and experience with GIS. The course further

explores professionalism in the GIS industry and GIS careers. The course prepares students for the unique rigors of GIS technician and interpretive/analytical positions

GEO 280: GIS Applications

Prerequisites: Successful completion of GEO 267 (Intro GIS) or equivalent course, or permission of instructor.

Credits: 3 cr. hrs. (3 pds.; 3 lec)

Course Description: This is a projects-based course. Students explore how GIS is employed through problem-based learning, real-world examples, and case studies from their own communities. Analysis and purpose specific tools are discussed with hands-on exercises. Guest speakers and field trips are used to build the students' professional network and awareness of GIS use around the Tohono O'odham Nation and the greater region.

GEO 285: GIS Internship

Prerequisites: GEO 217 (Intro to GPS) and GEO 267 (Intro GIS) or equivalent courses AND permission of instructor

Credits: 3 cr. Hr. (1 lec, 2 lab)

Course Description: Students will gain real-world experience through an internship position with an agency, company, non-profit, or department within the greater Tohono O'odham Nation community. Students will work under the supervision of GIS preceptors and will collaborate with stakeholders on actual projects around the Tohono O'odham Nation. At the end of the semester, preceptors will evaluate student performance. Can be repeated for credit.

GEO 290: Unmanned Aerial Systems

Prerequisites: None

Credits: 3 cr. hrs. (5 pds.; 2 lec, 3 lab)

Course Description: Students will be introduced to the emerging field of unmanned aerial systems. Basic aviation terminology and concepts such as chart reading, radio communications, weather, and flight operations will be introduced. UAS careers, mission planning, safety concerns, and UAS flight operations will be also explored. Through hands-on flight training, students will learn how to fly UAS and will experience using the latest platforms, sensors, and industry equipment. Students will learn what it takes to obtain certification as a remote pilot. Through lectures, quizzes, and hands-on flight training, students will be prepared by the end of the course to successfully take the FAA Part 107 Remote Pilot Exam. This course may be repeated for credit as part of recertification or continuing education as mandated by the FAA.

GEO 295: Independent Research in Science

Prerequisites: MAT 151 and 8 credits of science or instructor consent.

Credits: 1-4 cr. hrs. (0 lec, 3-12 lab)

Course Description: Independent research course in which a student explores a topic of interest under the supervision of a faculty member. The course may include lab-based or field-based experiences, data science, literature readings, research methodologies, attending seminars and professional meetings, and engaging in independent research project/study. This course provides students with firsthand research

experience to develop their research skills. Course may be repeated for a maximum of six credit hours. Cross-listed with BIO/SCI/CHM/PHY.

Geology (GLG)

GLG 101N: Introductory Geology I: Physical

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: Introduction to the physical aspects of the earth's crust. Includes rocks and minerals and their relationship to one another. Also includes surface and subsurface processes operating on and in the earth.

History (HIS)

HIS 101: Introduction to Western Civilization I

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course investigates key links between civilizations across the globe, dating from approximately 20,000 BC/BCE to the 18th century AD/CE. The course compares religious beliefs, cultural myths, political structures, economic changes, and military invasions in the Americas, Western Europe, the Mediterranean, and the Middle East. HIS 101 is required for Arizona teacher certification.

HIS 102: Introduction to Western Civilization II

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: History of the modern world dating from 1492 to contemporary times: Religious Wars; the Industrial revolution; economies of scale; colonialism and post-colonialism; Enlightenment political theory, including that of the “Noble Savage;” the rise of republics and civil rights; paradigms of science and technology; ideologies of prejudice and genocide; and globalization. Special focus on the struggles of Indigenous peoples in the Age of Empire.

HIS 122: Tohono O'odham History and Culture

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: A survey of the culture and history of the Tohono O’odham from Prehistory up to the 1980’s. Includes an examination of the issues and events that have affected the lifestyle of the O’odham, and how Spanish, Mexican and American influence has impacted and shaped O’odham history and culture. Also includes an evaluation of the available sources on the cultural and historical development of the Tohono O’odham.

HIS 125: Tohono O’odham History and Culture II

Prerequisite: HIS 122 Tohono O'odham History and Culture I

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course is a survey of Tohono O'odham historical, culture, and contemporary issues after 1980. Includes how European contact forever changed the land, lives, and culture of the Tohono O'odham. Sources of Tohono O'odham history will be analyzed in terms of social, political, and economic development of Northwestern Mexico and Southwestern United States.

HIS 130: Apache History I

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: This course is a survey of the history of Apache people, with an emphasis on the San Carlos Apache Tribe, from around 1830 to the present. It includes the development of the reservation and the political structure. It emphasizes the impact of historical events on the current social, economic, environmental, physical and cultural well-being of Apache people.

HIS 141: History of the United States I

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Survey of the major developments in American history from the Columbian conquests to the Era of Reconstruction. Includes Colonial America, the Formative Years (1776-1815,) the Early National Period (1815-1850,) and the coming of the Civil War and its aftermath. Also includes the social, intellectual, and political aspects of early American life.

HIS 142: History of the United States II

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Survey of major developments in American history from Era of

Reconstruction to the present. Includes the era of Reconstruction, emergence of modern America, Early 20th Century, and America as a world power. Includes the social, intellectual, and political aspects of contemporary American life.

HIS 147: History of Arizona

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Survey of the major developments in the history of Arizona. Includes the Pre-Columbian period through the Spanish era, the Mexican Republic, the years as a U.S. territory, and the time since statehood to the present. Also includes the contributions of the various peoples who have formed the unique cultural and ethnic fabric of this area.

HIS 230: Introduction to Historiography: The Apachean Peoples

Cross-listed: APS 230

Prerequisites: None

Credits: 3 cr hrs (3 pds: 3 lec)

Course Description: This course exposes students to the literature of the various eras in Apache history. Students will examine numerous works published by a variety of academic fields that interact with and relate to the Apachean peoples of North America. With a priority placed on the historical discipline, other readings will be included that center the Indigenous perspective, as it pertains to the Apachean peoples.

HIS 274: The Holocaust

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Survey of the history, causes, and attempts to prevent holocausts. Includes causes and legacies of the Nazi assault on humanity, history of hate in Europe, historical antecedents and preconditions, Third Reich and creation of the racial state, from isolation to the to the "Final Solution", aftermath (1945-), and the Holocaust and relevant events. Also includes history of genocidal policies toward indigenous peoples.

Humanities

HUM 260: Intercultural Perspectives

Prerequisites: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Descriptions: Literary and artistic works of American Indians and Asian, Black, and Hispanic Americans, both men and women. Includes traditional and modern works and contributions to American civilization.

Literature (LIT)

LIT 174: Introduction to Native American Writings

Prerequisite: WRT 101

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Study of Native American texts, including autobiographical writings, short stories, and nonfiction. Includes introduction to historical and cultural contexts, themes and issues addressed by Native American authors, Native American narratives, and reports and presentations. May convene with LIT 274.

LIT 274: Native American Literature

Prerequisite: WRT 101

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: A survey of Native American oral stories, autobiographical writings, fiction, poetry, and nonfiction. Includes historical and cultural contexts, major themes and issues in contemporary Native American literature, literary forms and techniques, and critical essays. May convene with LIT 174.

LIT 289: Literature and Film

Prerequisite: WRT 102 or concurrent enrollment

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Criticism of films' dramatic forms, elements and genres. Includes development of film as an art form, comparative approaches to literature and film, performed drama, critical analysis, and film production personnel.

LIT 290: World Literature and Global Film

Prerequisite: WRT 102 or concurrent enrollment

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides a survey of Native American, Aboriginal, Maori, and Canadian First Nations oral stories, autobiographical writings, fiction, poetry, filmic representations, and nonfiction. It also includes a global, comparative approach to historical and cultural contexts, major themes and issues in contemporary world indigenous literature, literary forms and techniques, and critical essays.

Mathematics (MAT)

MAT 089: Elementary Algebra

Prerequisite: None

Credits: 4 cr. hrs. (6 pds: 3 lec. 3 lab)

Course Description: This course transitions from arithmetic to algebra, which includes signed numbers, order of operations, polynomials, fractions, linear equations, area and perimeter, decimals, percent, and ratio and proportion. It includes an introduction to algebra, including the real number system, algebraic expressions, linear equations and inequalities, integer exponents, simple rational expressions and square roots. The course includes an introduction to measurement and mathematical modelling of relationships among variables.

MAT 122: Intermediate Algebra

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Basic algebraic functions. Includes the language of sets, lines in the plane, systems of linear equations, rational expressions and equations, radical expressions and equations, quadratics, exponents, and logarithms. Note: Course exclusively for College Credit Pathway students.

MAT 142H: College Mathematics

Prerequisite: MAT 089 or placement into MAT 142H

Credits: 4 cr. hrs. (6 pds: 3 lec. 3 lab)

Course Description: Basic algebraic functions, including the language of sets, lines in the plane, systems of linear equations, expressions and equations in rational, radical, quadratic, exponential and logarithmic form. This course will also include a survey of real-life topics in the social sciences and management, along with an introduction to probability and statistics.

MAT 146: Mathematics for Elementary Teachers I

Prerequisite: MAT 142H or higher

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Overview of mathematical concepts, principles, and applications specifically for elementary teachers. Includes real number properties and patterns, arithmetic operations and algorithms in subsets of real numbers, alternative number systems, set theory, and algebraic reasoning and problem solving. Also includes the technology to teach mathematics.

MAT 147: Mathematics for Elementary Teachers II

Prerequisite: MAT 146 within the last 3 years with a C or better

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Continuation of MAT 146. Includes measurement, basic geometry, probability, and statistics. Also includes the technology to teach mathematics.

MAT 151: College Algebra

Prerequisite: MAT 142H or MAT 142 (completed prior to Fall 2018) or placement into MAT 151

Credits: 4 cr. hrs. (4 pds: 4 lec. 0 lab)

Course Description: Introduction to college-level algebra. Includes equations, functions, systems of equations, exponential and logarithmic functions, graphing of higher order polynomial and rational functions, sequences and series, and calculator use.

MAT 172: Finite Mathematics

Prerequisite: MAT 151 or placement test equivalent

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Mathematics for students majoring in business. Includes set theory, partitions, permutations, combinations, probability, Bernoulli trials, Markov chains and the simplex method of linear programming.

MAT 173: Mathematics for Business I

Prerequisite: MAT 151 or placement test equivalent

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to business finite mathematics. Includes basic probability, summation, conditional probability and independence, Bayes' Theorem, compound interest, random variables, random sampling, and computer skills.

MAT 174: Mathematics for Business II

Prerequisite: MAT 173

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Continuation of MAT 173. Includes distributions, normal distributions, basic statistics, integration, common business functions, differentiation, and computer skills.

MAT 182: Trigonometry

Prerequisite: MAT 151 or placement test equivalent.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to trigonometric functions. Includes graphs, identities, angle measure, vectors, polar coordinates, and conic sections.

MAT 187: Pre-Calculus

Prerequisite: MAT 151 or placement test equivalent

Credits: 5 cr. hrs. (5 pds: 5 lec)

Course Description: College-level algebra and trigonometry. Includes equations, algebraic functions, inequalities, systems, conic sections, sequences and series, trigonometric functions, polar form, and partial fractions. Also includes intensive preparation for analytic geometry and calculus.

MAT 212: Topics in Calculus

Prerequisite: MAT 151 or placement test equivalent

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Calculus for students majoring in business. Includes limits, continuity, differentiation and integration of algebraic functions.

MAT 220: Calculus I

Prerequisite: MAT 182 or MAT 187; or placement test equivalent.

Credits: 5 cr. hrs. (5 pds: 5 lec)

Course Description: Introduction to analytical geometry and calculus. Includes limits, continuity, differentiation and integration of algebraic and basic trigonometric functions and applications of differentiation and integration.

MAT 225: Basic Statistics

Prerequisite MAT 151 College Algebra, or placement test equivalent and WRT 101 Writing I.

Credits: 3 cr. hrs. (3 pds: 3 lec.)

Course Description: An introduction to basic concepts in descriptive and inferential statistics. This will include data collection methods, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation.

MAT 231: Calculus II

Prerequisite: MAT 220 or placement test equivalent.

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: Continuation of MAT 220. Includes differentiation and integration of logarithmic and exponential functions, techniques and applications of integration and infinite series.

MAT 241: Calculus III

Prerequisite: MAT 231 or placement test equivalent.

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: Continuation of MAT 231. Includes conic sections, polar coordinates, solid geometry, two and three dimensional vectors, moments, partial derivatives and multiple integration.

Management (MGT)

MGT 110: Human Relations in Business and Industry

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Basic theories and concepts for understanding human relations' needs of business employees and managers. Includes organizational behavior, diversity, motivation and performance management, job design, group work, organizational design, organizational power, and conflict and negotiation.

MGT 122: Supervision

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Principles of personnel supervision. Includes group dynamics, organizational work structures, source and nature of worker values, team communication skills, decision making, creativity within worker teams, controversy within worker teams, conflict of interest within worker teams, dealing with diversity, and team development and training for continuous improvement.

MGT 124: Small Business Management

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Analysis of the practical problems of organizing, managing and starting a small business. Includes introduction and overview, selecting employees, forms of ownership, managing the business, business plan, pricing, managing cash flow, creating sales forecast, income statements, breakeven analysis, and sources of funds, international operations, contracts, risk, and international opportunities.

MGT 230: Dynamics of Leadership

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Supervised practical training in leadership. Includes history, philosophy and vision of leadership, aspects of leadership, power of positive vision, goal setting, decision making, life planning, identifying a personal philosophy, team building, delegating, ethics in leadership, servant leadership, initiating change, managing conflict, and designing and completing leadership projects.

MGT 270: Computer Applications for Managers

Prerequisite: CIS 100 or proficiency with Microsoft Office software.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Development of management skills in computer applications for business. Includes state of computing technology, electronic commerce and the economy, international issues, work and

the virtual workplace, interaction with the information systems department, project management, presentations, and spreadsheets for managerial decision making.

MGT 276: Human Resources

Prerequisite: BUS 100

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Practical aspects of personnel management and support. Includes roles and concepts, acquiring human resources, administering the personnel program, developing employee potential, maintaining the workforce, and future outlook for personnel management.

MGT 278: Labor/Management Relations

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Examination of basic principles and current status of labor/management relations in the United States. Includes modern society and industrial relations, the American Labor Movement, the collective bargaining process, and government regulation. Also includes union-management patterns, and an overall assessment of the consequences of collective bargaining and the future of labor management relations.

MGT 280: Business Organization and Management

Prerequisites: BUS 100 or permission of Instructor.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Overview of the functions performed and issues faced by managers in business. Includes theory, general research findings, and knowledge from a managerial perspective. Also includes diverse philosophies for understanding management as a total system within the constraints imposed by society, government, technology, and ideology.

Marketing (MKT)

MKT 111: Principles of Marketing

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to marketing principles and strategies that are survival tools for not-for-profit and for-profit organizations in today's global and competitive market. Includes the marketing variables product, price, channels of distribution, physical distribution, and promotion. Also includes strategic planning, consumer characteristics and behavior, market environments and market research.

Philosophy (PHI)

PHI 101: Introduction to Philosophy

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Survey of the practices of philosophical analysis using contemporary debates to illustrate core issues. Philosophical issues may include: explanation/proof, analysis/critique, ethics/morality, aesthetics/equilibrium, identity/otherness, society/governance, religion/science, epistemology/ ontology, thought/language, and consciousness/habit.

PHI 123: History and Philosophy of Science

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Comparison of scientific approaches in prehistoric, classical, preindustrial, industrial/pre-digital, and digital societies. Special focus on differences between epistemological approaches of indigenous peoples with the Western "scientific method." Special Topics may include astronomy, agriculture, medicine, and/or genetics.

Physical Education (PED)

PED 101: Beginning Physical Fitness

Prerequisite: None

Credits: 1 cr. hrs. (2pds: 0 lec. 2 lab)

Course Description: This course is designed to teach and engage students in basic fitness activities as a means to achieve overall body fitness. Accomplishment of this goal will be done by learning how to set up and use the free and machine weights, using cardio machines, participating in fitness assessment tests, participating in different types of fitness activities throughout the semester and proper nutrition necessary for active individuals. Stress management skills will be discussed.

PED 102: Intermediate Physical Fitness

Prerequisite: None

Credits: 1 cr. hrs. (2pds: 0 lec. 2 lab)

Course Description: This course is designed to teach and engage students in intermediate fitness activities to increase understanding and application of body fitness. Accomplishment of these goals will be achieved by completing fitness assessment test; designing a personal training plan at the intermediate level and participating in different types of intermediate level fitness activities. Students will learn how to use cardio machines and the set up & use of free and machine weights. The students will learn about the proper nutrition necessary for intermediate level active individuals and how to apply stress management skills.

PED 103: Advanced Physical Fitness

Prerequisite: None

Credits: 1 cr. hrs. (2pds: 0 lec. 2 lab)

Course Description: This course is designed to teach and engage students in advanced fitness activities to increase understanding and application of body fitness. Accomplishment of these goals will be achieved by completing a fitness assessment test; designing an advanced personal training plan, and participating in different types of fitness activities. Students will learn how to use cardio machines and

the set up and use of free and machine weights. The students will learn about the proper nutrition necessary for advanced level active individuals and how to apply stress management skills.

Physics (PHY)

PHY 121N: Fundamentals of Physics I

Prerequisite: Grade C or higher in MAT187 or concurrently enrolled in MAT 187

Credits: 5 cr. hrs. (7 pds: 4 lec 3 lab)

Course Description: Introduction to general physics, semester one of a two-semester, non-calculus-based physics sequence. Includes the following topics: the nature of physics, linear motion and kinematics, dynamics, energy and work, linear momentum, rotational motion, heat, states of matter, and fluids.

PHY 122N: Fundamentals of Physics II

Prerequisite: Grade C or higher in MAT187. Grade C or higher in PHY 121N.

Credits: 4 cr. hrs. (6 pds: 3 lec 3 lab)

Course Description: This course provides an introduction to general physics as the second semester of a two-semester, non-calculus-based physics sequence. This course includes the following topics: the nature of physics, electricity and electrical circuits, magnetism and electromagnetism, optics, atomic physics, nuclear physics, quantum mechanics, and relativity.

PHY 210N: Introduction to Mechanics

Prerequisites: Completion of MAT 220 with a grade of "C" or higher or permission of the instructor.

Credits: 5 cr. hrs. (7 pds: 4 lec, 3 lab)

Course Description: Calculus-based introduction to classical mechanics for students pursuing the Associate of Science in Physical Science degree to prepare for university studies in physics, pre-engineering, computer science or astronomy. Topics included are forces, linear motion, work and energy, gravity, statics and dynamics, momentum, rotational motion, and fluid mechanics.

PHY 216N: Introduction to Electricity and Magnetism

Prerequisites: Completion of MAT 231, Calculus II, with a grade of "C" or higher or permission of the instructor.

Credits: 5 cr. hrs. (7 pds: 4 lec, 3 lab)

Course Description: Calculus-based introduction to electricity and magnetism for students pursuing the ASPS degree to prepare for university studies in physics, engineering, computer science or astronomy. Topics included are simple harmonic motion, wave motion, sound, charge, Coulomb's Law, electric field, electric potential, current, voltage, direct and alternating current circuits, Biot-Savart Law, Ampere's Law, magnetic properties of materials and electromagnetic waves.

PHY 232: Principles of Research in Natural Sciences

Prerequisite: Declared major in A.S. Physical Science and completion of AGEC requirements.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course provides students with the basics of conducting scientific research in the natural sciences. It also includes an introduction to Indigenous research methodologies, community-based participatory research, and action-research. Specific topics include the scientific method, ethical protocols in the research process, comparison of Western and Indigenous ways of knowing, use of scientific literature sources, experimental design, critical article review and analysis, presentation of experimental data, and case studies of research in Indigenous communities. It will include an exploration of Indigenous research protocols and paradigms and incorporation of cultural worldviews and values in the research process. Students will engage in a class research project to gain first-hand experience in research**.**

PHY 295: Independent Research Course in Science

Prerequisites: MAT 151 and 8 credits of science or consent of instructor.

Credits: 1-4 credits (0 lec; 3-12 lab)

Course Description: Independent research course in which a student explores a topic of interest under the supervision of a faculty member. The course may include lab-based or field-based experiences, data science, literature readings, research methodologies, attending seminars and professional meetings, and engaging in independent research project/study. This course provides students with firsthand research experience to develop their research skills. Course may be repeated for a maximum of six credit hours. Cross-listed with BIO/SCI/CHM/GEO.

PHY 298: Service-Learning Practicum

Prerequisites: Declared major in A.S. Physical Science and completion of general education requirements.

Credits: 1 cr. hr.

Course Description: This practicum course allows the student to gain experience by completing a service-learning project related to the student's science concentration. Coordinated and supervised by faculty and/or community or institutional partners, students are placed in a service-learning position where the student applies their knowledge and skills in real-world contexts.

PHY 299: Research Practicum

Prerequisites: Declared major in A.S. Physical Science and completion of general education requirements.

Credit: 1 cr. hr.

Course Description: This practicum course allows science majors to examine a specific topic related to the student's science concentration. The student will produce a thesis-style research paper or research proposal. Use of printed and electronic professional literature will be required during the research process. Completion of this project will incorporate communication skills, knowledge of the process of science and synthesis of scientific knowledge.

Political Science (POS)

POS 110: American National Government

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Basic concepts and substance of American politics. Includes methods of political analysis, cultural environment of American politics, impact of class, gender, and immigration, Constitution, civil liberties, and civil rights, public opinion and fundamental values, political institutions, and institutions of government, economic and social policymaking, and American foreign policy and interdependence.

POS 210: National and State Constitutions

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Principles and procedures of national and state constitutions. Includes major principles of American and Arizona constitutionalism, historical and legal environments of the United States and Arizona constitutions, structures, powers, and responsibilities of United States government, structures of Arizona government, civil liberties and civil rights in the United States, and constitutional change. POS 210 satisfies the requirement for teacher certification.

POS 226: Tohono O'odham Nation Government

Prerequisites: Completion of WRT 101.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Additional Information: Cross-listed as TOC 226

Course Description: This course examines the development of Tohono O'odham government, both pre- and post-1934. It includes the cultural, legal and political basis of Tohono O'odham government, the structures and functions of the Tohono O'odham Nation powers, and its services, fiscal changes, and administrative growth. It also addresses political relations, developments, and transitions related to state and federal governments, and highlights major contributions of Tohono O'odham leaders.

POS 240: Understanding Terrorism

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Analysis of terrorism as an international phenomenon. Includes classifications of terrorism, political ideologies, cultural perspectives and geographical issues, responses by governments to terrorism, terrorism's future impact and current government policies related to terrorism.

POS 251: Identity, Culture, and Contemporary Society

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: An introduction to the political science analysis of identity and culture with a focus on how these concepts are shaped by and respond to contemporary social issues. We will explore how individuals and groups construct their identities through social interaction, drawing on key political science and feminist theories to examine the powerful roles of gender, race, and class. A portion of the course will be dedicated to understanding cultural perspectives, including the O'odham concept of Himdag and to explore alternative understandings of self and community. This course will equip students with the analytical tools to critically evaluate their own cultural contexts and the complexities of a globalized world.

Psychology (PSY)

PSY 101: Introduction to Psychology

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Survey of general psychology. Includes a definition of psychology, history of psychology, research methods and critical thinking, biological basis of behavior, sensory process, receiving the world, states of consciousness, conditioning and learning, memory process, motivation and emotions, role of health psychologists, role of stress in our lives, major stages in child and life span development, gender identity and sexuality, intelligence, personality theories, psychological disorders, therapeutic approaches, and social psychology research.

PSY 132: Psychology and Culture

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Human diversity in behavior and culture using examples from a variety of contexts and nations. Includes cross-cultural approach, understanding culture, self and personality, cross-cultural research methods, enculturation, socialization, and development, cultural influences on organization and the world of work, culture and intergroup relations, culture and social behavior, culture and basic psychological processes, culture and gender, culture and health, diversity of human emotion, culture and language, culture and communication, and cultural diversity.

PSY 214: Abnormal Psychology

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course is an undergraduate level introduction to the concepts of abnormality, mental health and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology examines the causes, diagnosis, assessment, treatment, and possible prevention of mental disorders, including historical and current theoretical perspectives, classification systems, cultural perspectives and ethical issues.

PSY 240: Human Growth and Development

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Human growth and development explores how individuals change physically, cognitively, emotionally, and socially over time. The course covers the major developmental changes and milestones across the lifespan from conception to adulthood. The course will also explore the different research methods developmental psychologist use to explore development, and will include an exploration of the scientific literature as it related to developmental issues. This course will also include an exploration of how different Native American and Indigenous groups perceive developmental concepts such as, defining childhood, becoming an adult, and death.

PSY 289: Research Methods in Social Sciences

Corequisite: MAT 225

Credits: 4 cr. hrs. (6 pds: 3 lec, 3 lab)

Course Description: This course examines the qualitative and quantitative methods employed in the scientific study of behavior and mental processes. It is an introduction to the design and analysis of psychological research. Topics include the logic and philosophy of psychological research, conceptualizing research questions, hypothesis testing, data collection, and analysis strategies used by researchers in psychology. This course will include a survey of different methodologies used by Native American and Indigenous Social Scientists and will compare and contrast these methods from traditional western research models.

Science (SCI)

SCI 101: Pathways to Science

Prerequisite: None

Credits: 2 cr. hrs. (2 pds: 2 lec)

Course Description: This course will introduce students to opportunities and career pathways in science, strengthen students' academic skills and prepare them to be a successful college student. Students will be introduced to the Man in the Maze and how to use it for goal setting, self-awareness, and empowerment. Fundamental mathematical and scientific concepts will be covered to provide foundational knowledge for success in future STEM courses. Students will strengthen academic skills in math and science through culturally embedded problem-based learning involving critical thinking, data analysis, and problem-solving. Students will be introduced to college resources and student success techniques such as learning strategies, time management, stress management, and study skills.

SCI 290: Special Topics in Science
Prerequisite: MAT 151 and eight (8) credits of Science or permission of Instructor
Credits: Between 2-5 Lecture, 1 credit lab
Course Description: This special-topics course increases student knowledge in a specialized area of science, provides an opportunity to engage in scientific inquiry, and includes experience in field, lab, or computing skills and techniques. Methods of course delivery vary based on topic.

SCI 295: Independent Research in Science

Prerequisites: MAT 151 and 8 credits of science or instructor consent.
Credits: 1-4 cr. hrs. (0 lec, 3-12 lab)
Course Description: Independent research course in which a student explores a topic of interest under the supervision of a faculty member. The course may include lab-based or field-based experiences, data science, literature readings, research methodologies, attending seminars and professional meetings, and engaging in independent research project/study. This course provides students with firsthand research experience to develop their research skills. Course may be repeated for a maximum of six credit hours. Cross-listed with BIO/GEO/CHM/PHY.

Social Services (SSE)

SSE 111: Group Work

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Examination of group dynamics. Includes communication patterns, leadership, decision-making, conflict resolution, problem solving, and personal growth within groups. Also includes application of concepts through observation, group exercises, and case studies.

SSE 121: Introduction to Substance Abuse

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to the history of drug abuse, including alcohol in the United States. Includes classification of drugs, historical review of drug laws, prohibition, and theories of addiction, treatment, strategies, cultural perspectives and treatment interventions. Also includes special populations, education, and available resources to addicts, alcoholics and their families.

SSE 123: Substance Abuse Prevention

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Comprehensive review of approaches to prevention. Includes drug control policies and the impact of abused substances on all segments of society. Also includes focus on the resources of multiple societal sectors to reduce the demand for drugs.

SSE 211: Group Technique Applications

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Students examine the nature and development of group practice within behavioral health settings. Specific attention is given to group dynamics theory, leadership and group facilitation skills, stages of group development, theories and techniques adapted to a variety of treatment and task

group contexts, ethical standards for group practice, and cultural/ethnic considerations in behavioral health group intervention.

SSE 212: Casework Methods II

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Advanced techniques in interviewing, recording, client evaluation, case management, strategies for intervention, and focus on diverse and special populations. Includes application of advanced skills in varied settings and attention to service delivery in a fragmented community resource system.

SSE 220: Treatment of the Substance Abuser

Prerequisite: SSE 121

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Principles and techniques of treating the substance abuser. Includes therapeutic communities, day care programs, methadone maintenance, detoxification, and psychotherapy.

SSE 222: Political and Legal Aspects of Drug Use

Prerequisite: SSE 121

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Overview of drug abuse and the law. Includes the influence of politics, economics, civil liberties, court decisions, and public opinion. Also includes consideration of international trafficking, gangs, and money laundering.

Sociology (SOC)

SOC 101: Introduction to Sociology

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to the basic concepts of sociology and sociological analysis. Includes identity, folkways, norms, mores, groups, status, role, gender socialization, social structure, culture and ethnicity. Also includes deviance, social control, bureaucracy, social change, social class, collective behavior, social movements, social stratification, inequality, institutions, social organization, and globalization within and across contemporary societies and cultures.

SOC 127: Marriage and the Family

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to the social functions of marriage and the family. Includes structures of marriages and families, relationships, marriage, and transformation of marriage.

Solar (SLR)

SLR 104: Basic Electricity

Prerequisite: None

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Introduction to basic electoral principals, circuits, and measurements.

SLR 105: Introduction to Photovoltaics I

Prerequisite: BCT 120H, SLR 104, SLR 115, and SLR 225

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Introduction to Photovoltaics SLR 105 I, will cover the basic aspect of solar systems installation using solar panels. Photovoltaic systems (PV) require knowledge of basic electricity principles, load calculations and be familiar with roof systems. The course will cover the concepts of interconnected and off- grid systems and safety hazards. The student will understand the solar path and position of the sun, and solar power use from different technologies but focusing on PV systems.

SLR 106: AC/DC Circuits

Prerequisite: None

Credits: 4 cr. hrs. (5 pds: 3 lec, 2 lab)

Course Description: Introduction to direct current (DC) and alternating currents (AC) theory, Ohm's Law, and series, parallel and combination circuits.

SLR 110: Introduction to Solar Photovoltaics II

Prerequisite: SLR 105

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Introduction to Solar Photovoltaics II will cover inverters, sizing systems, and calculate base loads. Identify electrical codes, regulation and practices applicable to photovoltaic systems.

SLR 115: National Electrical Code

Prerequisite: BCT 120H

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials and other related topics.

SLR 119: Roofing Construction and Safety

Prerequisite: SLR 105

Credits: 2 cr. hrs. (3 pds: 1 lec, 2 lab)

Course Description: Focus is on the practical application and interpretation of appropriate safety and health standards relating to roofing systems, construction methods and materials for solar panel installation; this includes an introduction to established Occupational Safety and Health Standards.

SLR 220: Electrical Installation

Prerequisite: SLR 110 and SLR 115

Credits: 5 cr. hrs. (6 pds: 4 lec, 2 lab)

Course Description: Electrical installations for commercial and residential applications. This course covers electrical installation, operation, and maintenance for residential wiring. It will focus on general knowledge, safety, tools, print reading, equipment, wiring, and the National Electrical Code.

SLR 225: Load Calculation

Prerequisite: SLR 104 and SLR 106

Credits: 3 cr. hrs. (4 pds: 2 lec, 2 lab)

Course Description: Advanced electrical load calculation for residential and commercial installations. Estimating circuits and overcurrent protection devices. Determination of circuit conductors' sizes and emergency systems.

Speech (SPE)

SPE 102: Introduction to Speech Communication

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Introduction to the function, basic concepts, and skills of oral communication in interpersonal and public address situations. Includes listening, communication styles, communication barriers, and methods to help eliminate barriers.

SPE 110: Public Speaking

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Study and training in public speaking with emphasis on audience adaptation. Includes developing skills in the areas of research, logic, analysis, organization, and delivery in a multicultural society.

SPE 120: Business and Professional Communication

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Study and training in organizational communication within a multicultural/global environment. Includes informative and persuasive speaking, interviewing, listening, and group problem-solving and decision making.

Student Success (STU)

STU 100: College Success Skills

Prerequisite: None

Credits: 1 cr. hr. (1 pd: 1 lec)

Course Description: Skills and techniques required for being an efficient student. Includes goal setting and problem solving, time management, organizing study materials/study techniques, college/community resources, learning styles, concentration and memory, note taking techniques, tips for making note taking easier, test taking techniques, and test anxiety.

STU 101: Becoming a Master Student

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Enhancement of academic and personal skills to maximize learning and success at the college setting. Includes assessing college readiness and learning skills, time management, building memory and concentration skills, reading for college, note taking, test taking, diversity, writing for college, relationships, lifestyle and wellness, and next step.

STU 109: Career Exploration

Prerequisite: None

Credits: 2 cr. hrs. (2 pds: 2 lec)

Course Description: Development of skills and knowledge necessary to make career choices. Includes values clarification, skills identification, interest and personality identification and recognition, adult developmental issues, career research, developing a plan of action, review of self-assessment inventory, eliminating stereotypes, advanced career research, information interviews, decision making, and developing an educational/career plan.

STU 230: Dynamics of Leadership

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Supervised practical training in leadership. Includes history, philosophy and vision of leadership, aspects of leadership, power of positive vision, goal setting, decision making, life planning, identifying a personal philosophy, team building, delegating, ethics in leadership, servant leadership, initiating change, managing conflict, and designing and completing leadership projects.

Social Work (SWU)

SWU 171: Introduction to Social Work

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Study of the unique tenants of social work practice and the institution of social welfare. The history and development of social work as a profession, concepts of social justice and human rights. An exploration of the functions and roles of social work and career settings. Students demonstrate increased awareness of personal values, the NASW Code of Ethics, and Himdag values.

SWU 185: Examination of Economics

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course introduces core economic concepts through real-world social issues, focusing on how economic systems impact communities and the environment. Topics include poverty, inequality, labor, housing, education, healthcare, globalization, land use, economic sovereignty, colonialism, and capitalism. Students develop critical thinking and ethical reflection skills and explore community-based economic solutions.

SWU 232: Case Reporting and Documentation

Prerequisite: SWU 171: Introduction to Social Work

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course introduces students to the essential principles, concepts, and skills required for adequate case documentation in social work practice. It covers the fundamental elements of case report writing, including content, structure, and ethical and legal considerations. Particular emphasis is placed on cultural competence and the impact of professional writing on client outcomes. Students will learn how vital clear, accurate, and grammatically sound documentation is across agencies.

SWU 291: Social Service Delivery Systems

Prerequisite: SWU 171, or Corequisite SWU 171, or Permission of the instructor.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: The study of social welfare, the purposes, structures, and systems of human service delivery are examined. Public, private, and tribal entities are explored. Applies human behavior-in-social environment theory and the role of social policy. Includes 40 hours of volunteer/service-learning experience in local tribal and community settings.

SWU 295: Foundations of Social Work Practice: Effective Helping in a Diverse World

Prerequisite: SWU 171 and WRT 101.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: An examination of theoretical foundations, evidence-based practice and skills for culturally sensitive generalist social work practice with individuals, families, small groups, and larger systems. Professional values, ethics and dilemma decision-making are defined. Functions and roles in client case management with diverse populations. Emphasis on the practice of social work in the context of Southwest cultural and ethnic traditions.

SWU 299: Special Topics in Social Work

Prerequisites: SWU 171 or instructor permission.

Credits: 1-3 credits

Course Description: This course provides students with knowledge, values and skills related to special topics in social work practice. Methods of course delivery vary based on topic. A course fee may be assigned in experiences that require community immersion learning.

Tohono O'odham Language (THO)

THO 101: Elementary Tohono O'odham I

Prerequisite: None

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: An introduction to the Tohono O'odham language. The course will explore the structure and grammar of the language with an assessment of language usage in the community. Includes basic listening, speaking, reading, writing, and development of language skills. Also includes an emphasis on examination of Tohono O'odham cultural traditions and values.

THO 102: Elementary Tohono O'odham II

Prerequisite: THO 101 or instructor consent

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: An increased knowledge of the structure and grammar of the language with improved practice in listening, speaking, reading, writing, and usage of the language. Includes study of the relationship between the language and Tohono O'odham cultural traditions and values.

THO 106: Conversational Tohono O'odham I

Prerequisite: None

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: Introduction to conversational Tohono O'odham. Development of communication skills to achieve basic proficiency in the language. Includes greetings, interpersonal transactions, proper pronunciation of the O'odham sound system and an emphasis on cultural perspectives.

THO 107: Conversational Tohono O'odham II

Prerequisite: THO 106 or instructor consent

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: Increased development of communication skills with continued practice of interpersonal transactions. Includes practical use of the language in a community setting and further examination of O'odham cultural perspectives.

THO 201: Intermediate Tohono O'odham

Prerequisite: THO 102

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: Increased proficiency in listening, reading, writing, and speaking the O'odham language. Derive meaning from written text, create simple sentences in written form and respond verbally to familiar topics and questions. Includes examination of Tohono O'odham cultural traditions and the relationship to the O'odham language.

THO 202: Advanced Tohono O'odham

Prerequisite: THO 201

Credits: 4 cr. hrs. (4 pds: 4 lec)

Course Description: Increased proficiency in listening, reading, writing, and speaking the O'odham language. Derive meaning and demonstrate comprehension from written text, create paragraphs in

written form. Respond to questions and converse in the language. Includes examination of Tohono O'odham cultural traditions and the relationship to the O'odham language.

Tohono O'odham Culture (TOC)

TOC 150: Tohono O'odham Food Systems

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Overview of Tohono O'odham food systems. Includes pre-encounter methods of farming, hunting, and food gathering, current cultivation methods, effects of food subsidy programs on traditional diet, and cultural importance of food systems in the past and present.

TOC 151: Tohono O'odham Writing Systems

Prerequisite: None

Credits: 1 cr. hr. (1 pd: 1 lec)

Course Description: History of the development of Tohono O'odham writing systems. Includes the three existing systems, and sounds and symbols of the language.

TOC 226: Tohono O'odham Nation Government

Prerequisites: Completion of WRT 101.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Additional Information: Cross-listed as POS 226

Course Description: Examines the development of Tohono O'odham government, both pre- and post-1934. Includes cultural, legal and political basis of Tohono O'odham government, structures and functions of Tohono O'odham Nation powers, and its services, fiscal changes and administrative growth. Addresses political relations, developments, and transitions related to state and federal governments and highlights major contributions of Tohono O'odham leaders.

Tohono O'odham Studies (TOS)

TOS 111a: Wire Baskets

Prerequisite: None

Credits: 1.5 cr. hrs. (1.5 pds: 1.5 lec)

Course Description: Tohono O'odham Traditional Arts courses will serve to preserve and perpetuate students' knowledge and use of Tohono O'odham cultural arts, both historical and contemporary. Students will learn oral history, songs and stories pertaining to the historical use and production of the cultural art. Students will use natural and contemporary materials to construct finished products.

TOS 111b: Wood Crafts

Prerequisite: None

Credits: 1.5 cr. hrs. (1.5 pds: 1.5 lec)

Course Description: Tohono O'odham Traditional Arts courses will serve to preserve and perpetuate students' knowledge and use of Tohono O'odham cultural arts, both historical and contemporary. Students will learn oral history, songs and stories pertaining to the historical use and production of the cultural art. Students will use natural and contemporary materials to construct finished products.

TOS 114: Apedag Wellness & Wellbeing: O'odham Dances, Songs, and Music

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: History and practice of Tohono O'odham cultural activities to promote the Wellness and Wellbeing of the O'odham and community.

TOS 114a: O'odham Dancing

Prerequisite: None

Credits: 1.5 cr. hrs. (1.5 pds: 1.5 lec)

Course Description: The history and use of traditional cultural dancing as well as contemporary Spanish/Mexico influenced dancing. (Waila, Pako'ola) Includes gender roles.

TOS 114b: O'odham Songs and Music

Prerequisite: None

Credits: 1.5 cr. hrs. (1.5 pds: 1.5 lec)

Course Description: The history and use of traditional songs as well as contemporary music influenced by Spanish/Mexico music (Piast). Includes gender roles.

TOS 115: Foundations of O'odham Philosophy and Culture

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: TOS 115 is an introductory course on the foundational beliefs of O'odham philosophy and culture. The course will examine elements of the O'odham Himdag including oral traditions, social structure, spirituality, traditions, values and other factors of O'odham society. Students will be encouraged to identify and explore the core values of the college as it relates to their own upbringing and identity.

TOS 120: Traditional Basketry

Prerequisite: None

Cross Listed: ART 120

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course will serve to preserve and perpetuate students' knowledge, creation and use of Tohono O'odham Basketry, both historical and contemporary. Students will learn oral history, songs and stories pertaining to the use and production of baskets. Students will use natural and contemporary materials to construct finished products.

TOS 121: Traditional Pottery

Prerequisite: None

Cross Listed: ART 121

Credits: 3 hrs. (3 pds: 3 lec)

Course Description: This course will serve to preserve and perpetuate students' knowledge, creation and use of Tohono O'odham pottery, both historical and contemporary. Students will learn oral history, songs and stories pertaining to the use and production of pottery. Students will use natural and contemporary materials to construct finished products.

TOS 230: Contemporary Tohono O'odham and Native American Issues

Prerequisite: WRT 101, Pre- or corequisite of HIS 122 or TOC 226/POS 226

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: A study of historical and contemporary Tohono O'odham and Native American issues, their political developments, implementation and effects among the Tohono O'odham and other Native American tribal groups, including the contemporary state of Tribal nations, federal legislation and social movements.

TOS 240: Academic Writings about the Tohono O'odham

Prerequisite: WRT 102

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: An introduction to academic literature on the Tohono O'odham. Includes an examination of these works in their disciplinary context, a comparison of historical and contemporary approaches to research, and relevance to Tohono O'odham society.

TOS 298: Service Learning Capstone

Prerequisite: WRT 101 or instructor signature. Completion of or concurrent enrollment in HIS 122 or TOC 226/POS 226

Credits: 1 cr. hr. (1 pd: 1 lec)

Course Description: This capstone course allows students to gain experience by completing a service-learning project in a community setting. Coordinated and supervised by faculty and/or community or institutional partners, this course places students in a service-learning position where the student can apply their knowledge and skills in real-world contexts.

Topics in Culture and Civilization (TRAD)

TRAD 104: Introduction to Drama

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This course will serve to introduce the student to theatre as an art form. A variety of production styles/genres will be explored to increase the awareness and appreciation of the theatre.

The class will seek to acquaint the student with the history and literature of theatre as a social force in and a reflection of the human condition and to give an introductory knowledge of all aspects of theatrical production, including the individual artists involved. It will also encourage the student to become a participant in theatre, whether as an audience member or as a member of a theatrical production.

Writing (WRT)

WRT 101: Writing I

Prerequisite: None

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Principles and practices of writing. Includes writing college-level essays, review of basic writing skills, and written works. Also includes narrative/descriptive, expository, and persuasive writing. May be offered in modules.

WRT 101L: Writing I Lab

Prerequisite: Writing placement score below WRT 101 level

Credits: 1 cr. hrs. (1 pds: 1 lab)

Course Description: This course is designed to engage students in collaborative sessions that develop stronger writing skills. Support for all stages of the writing process related to various classroom assignments will be provided, ranging from brainstorming, organization, and development to drafting, revising, and grammar/mechanics. Guidance in MLA and APA formatting will also be available.

WRT 102: Writing II

Prerequisite: WRT 101 or equivalent to placement test.

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: Continuation of WRT 101. Includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. Also includes writing a research paper.

WRT 287: Beginning Creative Writing Workshop in Fiction

Prerequisite: Completion of Writing 102

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This class will teach the craft of fiction writing in terms of mechanics, style, voice, formalism, narrative structures and other related elements, while providing a survey of past and contemporary fiction writers for understanding of literary movements both past and present. In the process, the student will be introduced to the language and ideas necessary to participate.

WRT 288: Beginning Creative Writing Workshop in Poetry

Prerequisite: Completion of Writing 102

Credits: 3 cr. hrs. (3 pds: 3 lec)

Course Description: This class will teach the craft of poetry writing in terms of mechanics, style, voice, formalism, free verse, narrative structures and other related elements, while providing a survey of past and contemporary poets for understanding of literary movements both past and present.

Chapter 7: TOCC Policy Statements



TOCC Staff, December 2024. Photo Courtesy Evan Thomas

Affirmative Action and Equal Employment Opportunity

The Board of Trustees of Tohono O'odham Community College has affirmed that the College is an equal educational and employment opportunity institution. Discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964 and 1991; Title IX of the Education Amendments of 1972; Sections 503 (793) and 504 (794) of the Rehabilitation Act of 1973, as amended in 1988; the Americans with Disabilities Act (ADA) of 1990; the Vietnam Veterans Readjustment Acts of 1972 and 1974; the Age Discrimination Act of 1967, as amended in 1978 and 1986; the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA); and other federal and state statutes, executive orders, and regulations. The College has policies relative to nondiscrimination on the basis of sex, sexual orientation, race, religion, color, national origin, age, disability, or on the basis of membership as set forth in USERRA, or any other basis which is prescribed by law. Such policies apply to educational programs, services, activities, and facilities, and include, but are not limited to, student admissions, applications, access to programs/classes/services, financial aid, and employment.

Americans with Disabilities Act

Tohono O'odham Community College complies with the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973, as amended. In addition, TOCC complies with other applicable federal, state and tribal laws and regulations that prohibit discrimination on the basis of disability. Reasonable accommodations, including materials in an alternative format, will be made available for individuals with disabilities when a minimum of five working days advance notice is given. Students needing accommodations are

encouraged to contact the Dean of Student Services, at (520) 383-8401. For additional information, see the TOCC *Student Handbook*.

Family Educational Rights and Privacy Act (FERPA)

Tohono O'odham Community College complies with the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99). This act was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with this act. Upon admission to the college, all students must complete the Disclosure of Student Information Form, available from the TOCC Admissions & Records Office.

Sexual Harassment

Tohono O'odham Community College is committed to promoting and maintaining a productive work and educational environment free of discrimination and harassment. In keeping with this commitment, Tohono O'odham Community College will not tolerate verbal or physical conduct by an employee or student that harasses, disrupts, or interferes with another's work performance or education or that creates an intimidating, offensive or hostile work or educational environment. For additional information, see the TOCC *Student Handbook*.

Drug Free Schools and Communities Act

Tohono O'odham Community College is committed to the Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226, 20 U.S.C. §1145G). For additional information, see the TOCC *Student Handbook*.

Cultural/Religious Observance and Practices

Tohono O'odham Community College recognizes the importance of the religious and Native American cultural observances and practices of its students, unless these will result in undue hardship to College programs. At least two weeks before the religious or cultural observance, students must submit a written statement to their instructor(s) that contains both the date and location of the observance. Absences for religious and cultural observances and practices do not count in the number of absences allowed by an instructor. For additional information, see the TOCC *Student Handbook.*

Bullying Policy

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated

Appendix A: How to Calculate the GPA

Only A, B, C, D, F grades are included in the calculation of the grade-point-average. Grade points are assigned to each letter grade as follows:

GRADE:	GRADE POINTS:
A	4 points
B	3 points
C	2 points
D	1 point
F	0 points

To calculate the GPA, the unit value for each course in which a student receives one of the above grades is multiplied by the number of grade points for that grade. The sum of these products is then divided by the sum of the units.

For example, to calculate the cumulative GPA for these completed courses:

SEMESTER	
CHM 151N (5 units)	Grade: A
SOC 101 (3 units)	Grade: B
WRT 101 (3 units)	Grade: B
MAT 142H (4 units)	Grade: C

Multiply the units represented by each grade by the number of points for that grade:

GRADE:	UNITS:		POINTS:		GRADE POINTS:
A	5	x	4	=	20 grade points
B	6	x	3	=	18 grade points
C	4	x	2	=	8 grade points
Total:	**15 units**				46 grade points

The cumulative GPA is the sum of the grade points divided by the sum of the units.
In this case: 46/15 = 3.07

Appendix B: Arizona General Education Curriculum (AGEC)

General education course requirements introduce students to subjects ranging from the arts to the sciences. TOCC's general education requirements are embedded in its degree and certificate offerings. The Himdag (culture and language) requirement introduces students to the richness of the language, culture and history of the Tohono O'odham. The science requirements teach students the basics of the scientific method and introduce them to the systematic study of the natural world. The social and behavioral science requirements challenge students to consider the social arrangements that human beings have created over time and to explore the nature of consciousness and being. The communication requirements are aimed at helping students to develop clarity and precision in their writing, while at the same time stimulating their creativity. The overall goal of general education at TOCC is to prepare students to think critically, communicate effectively, appreciate culture and diversity, and to have a sufficient background in higher education to succeed in future courses of study at colleges and universities, and to succeed in employment.

All degree programs at TOCC require students to take a group of General Education Curriculum (AGEC) courses in order to complete their degrees. The AGEC specifies general education course requirements that students must take to complete requirements for transfer to Arizona's public universities. Students who wish to attend The University of Arizona, Arizona State University or Northern Arizona University are guaranteed admission to a bachelor's degree program if they complete AGEC general education requirements or a TOCC Associate of Arts or Associate of Fine Arts degree. The AGEC block of courses is the base of the community college education. The AGEC consists of a minimum of 35 credit hours that prepare you to transfer to a four-year institution. At TOCC, the AGEC is met through the following specific subject areas: **Tohono O'odham, Freshman Composition, Mathematics, Arts, Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences**. AGEC has special requirements that focus on writing, critical inquiry, and awareness of ethnic/race/ gender issues and global and international awareness. Students must complete at least one course in each category. Meeting with an advisor to select courses is the best way to meet these requirements. More information about AGEC can be found in the Arizona Transfer website (https://www.aztransfer.com/).

Types of AGEC

There are three types of AGEC:
AGEC-A. This is for students who want to study liberal arts when they transfer to the university. TOCC degrees denominated as Associate of Arts or Associate of Fine Arts are built for transfer into one of the AZ state universities.
AGEC-S. This is for students who want to study programs that require more rigorous math and science when they transfer to the university. TOCC degrees of Associate of Science in Life Science and Associate of Science in Physical Science are built for transfer into one of the AZ state universities.
AGEC-B. This is for students who want to study business when they transfer to the university. The Associate of Business in Business Administration is the only degree with this type of AGEC at TOCC.

Associate Degrees of Applied Science AAS programs also have some Arizona General Education Curriculum (AGEC) requirements, which vary from program to program. These AAS, which are built for direct employment, include fewer (AGEC) units than an Associate of Arts (AA) degree. All of the AAS degrees include the Tohono O'odham Himdag course requirements: THO 101 or THO 106 and HIS 122.

Tohono O'odham Language Transfer to ASU, NAU and UA

TOCC now offers four semesters of Tohono O'odham language that transfer to ASU, NAU and UA. Currently, the University of Arizona is the only public university in Arizona to offer Tohono O'odham language classes. However, Northern Arizona University accepts THO 101, THO 102, THO 201, and THO 202 classes for transfer.

In addition, TOCC students who transfer to ASU, NAU or UA and have taken and passed THO 101 and THO 102 with a C or better, would be able to meet a second semester language requirement for any university program. TOCC students who transfer to these universities and have taken and passed THO 201 and THO 202 with a C or better could also meet a fourth semester language requirement for any university program. (THO 106 or THO 107 do not meet the university second or fourth semester language proficiency requirements.)

Free Tuition for the Tohono O'odham Language Course

The Tohono O'odham Community College Board of Trustees recently approved free tuition for the O'odham Language Course. Beginning in the 2018 Summer and Fall sessions and thereafter, O'odham members from Tohono O'odham Nation can now enroll in the Tohono O'odham Language course with free tuition. This offer is also extended to the Ak-Chin Indian Community, Gila River, and Salt River members.

Appendix C: Course Availability (Rotation of Courses)

Arts

Course	AGEC COURSE	Semester Offered		
		Fall	Spring	Summer
ARH 101 History of Art I: Prehistory through Gothic	X	X		
ARH 102 History of Art II: Renaissance through Modern	X		X	
ART 100 Basic Design	X	X	X	X
ART 104 Digital Media and Photography I	X	X	X	
ART 105 Art Appreciation	X			X
ART 110 Drawing I	X	X	X	
ART 111	X	Delivered occasionally		
ART 115 3-D Design	X	X		
ART 120 Basketry (Cross-listed with TOS 120	X	X		
ART 150 Color & Composition	X		X	
ART 151 Video I	X	X	X	
ART 180 Visual Communication Design I	X		X	
ART 204 Digital Media & Photography II	X		X	
ART 205 Painting I		X		
ART 210 Drawing II	X		X	

ART 230 Sewing I	X		X	
ART 240 Sewing II	X		X	
ART 251 Video II			X	
ART 255 Printmaking	X		X	
TOS 120 Traditional Basketry	X	X	X	
TOS 121 Traditional Pottery	X		X	
ART 290 Portfolio		AFA Offered based on student's last semester		
ART297 Special Topics in Art		Delivered occasionally		
The courses listed here are not all inclusive. There may be other courses TOCC offers on occasion or courses that may be used in this category that can be transferred in from another college or university.				

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Business, Accounting, Casino Operations, Economics, Management, and Marketing

Course	**Semester Offered**		
	Fall	Spring	Summer
ACC 101 Financial Accounting	X		
ACC 102 Managerial Accounting		X	
BUS 100 Introduction to Business	X	X	X
BUS 124		X	
BUS 148 Business Ethics: Morals in the Workplace	X		
BUS 220 Legal Environment of Business		X	
CAG 100 Casino Gaming Industry Basics		X	

CAG 112 Indian Gaming Law and Policy	X		
CAG 133 Customer Service, Management and Marketing	X		
ECN 201 Microeconomic Principles	X		
ECN 202 Macroeconomics Principles		X	X
MGT 110 Human Relations in Business and Industry	X		
MGT 122 Supervision	X		
MGT 124 Small Business Management		X	
MGT 230 Dynamics of Leadership		X	X
MGT 280 Business Organization and Management		X	
MKT 111 Principles of Marketing	X	X	X

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Early Childhood Education

Course	**Semester Offered**		
	Fall	Spring	Summer
ECE 105 Introduction to Early Childhood Education	X	X	
ECE 110 Emergent Language and Literacy	X		
ECE 217 Child Development	X	X	X
ECE 125 Health, Safety, & Nutrition	X		

ECE 226 Effective Interactions and Guidance		X	
ECE 228 Family, Culture, and Community		X	
ECE 291 Internship for Students with Experience in Early Childhood Education	X	X	

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Elementary Education

Course	Semester Offered		
	Fall	Spring	Summer
EDU 111 Literacy Development in the Elementary Classroom	X		X
EDU 200 Introduction to Education	X	X	X
EDU 201 Diversity in Education	X		
EDU 202 Introduction to Special Education and Exceptional Learner		X	
EDU 220 Children's Literature		X	
EDU 203 Classroom and Classroom Relationship Management		X	
EDU 217 Child Development	X	X	X
MAT 146 Mathematics for Elementary Teachers I	X		
MAT 147 Mathematics for Elementary Teachers II		X	

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Quantitative Reasoning

Course	AGEC COURSE	Semester Offered		
		Fall	Spring	Summer
MAT 089 Elementary Algebra		X	X	X
MAT 142H College Mathematics	X	X	X	X
MAT 146 Mathematics for Elementary Teachers I		X		
MAT 147 Mathematics for Elementary Teachers II			X	
MAT 151 College Algebra	X	X	X	X
MAT 187 Pre-Calculus		X	X	X
MAT 212 Topics in Calculus	X	X	X	
MAT 220 Calculus I	X	X		
MAT 225 Basic Statistics	X		X	

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Humanities

Course	AGEC COURSE	Semester Offered		
		Fall	Spring	Summer
HUM 260 Intercultural Perspectives	X	X	X	X
LIT 174 Introduction to Native American Writings	X	X		

LIT 274 Native American Literature	X		X	
LIT 289 Literature and Film	X	Delivered Occasionally		
LIT 290 World Literature and Global Film	X	Delivered Occasionally		
PHI 101 Introduction to Philosophy	X	X	X	X
PHI 123 History and Philosophy of Science	X	X	X	X
TOS 115 Foundations of O'odham Philosophy	X	X	X	
TOS 120 Traditional Basketry	X	X	X	
TOS 121 Traditional Pottery	X		X	
TRAD 104 Introduction to Drama		X	X	Delivered Occasionally
WRT 287 Beginning Creative Writing in Fiction	X	Delivered occasionally		
WRT 288 Beginning Creative Writing in Poetry	X	Delivered occasionally		

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Institutions of the Americas

Course	**AGEC COURSE**	**Semester Offered**		
		Fall	Spring	Summer
POS 110 American National Government	X	X	X	X
HIS 122 Tohono O'odham History and	X	X	X	X

Culture				
HIS 125 Tohono O'odham History and Culture II	X	X	X	X
HIS 141 History of the United States I	X	X	X	X
HIS 142 History of the United States II	X	X	X	
POS 210 National and State Constitutions	X	X	X	X

Social & Behavioral Sciences

Course	**AGEC COURSE**	**Semester Offered**		
		Fall	Spring	Summer
ECN 201 Microeconomic Principles	X	X		X
ECN 202 Macroeconomic Principles	X		X	X
GEO 103 Cultural Geography	X		X	X
HIS 101 Introduction to Western Civilization I	X	X		
HIS 102 Introduction to Western Civilization II	X		X	
HIS 122 Tohono O'odham Language and Culture	X	X	X	X
HIS 125 Tohono O'odham History and Culture II	X		X	

HIS 141 History of the United States I	X		X	X
HIS 274 The Holocaust	X		X	
POS 110 American National Government and Politics		X		
POS 210 National & State Constitution			X	
POS 226/TOC 226 Tohono O'odham Nation Government	X			X
PSY 101 Introduction to Psychology	X	X	X	X
PSY 132 Psychology and Culture	X	X		
PSY 240 Human Growth and Development			X	
SOC 101 Introduction to Sociology	X	X	X	
The courses listed here are not all inclusive, there may be other courses TOCC offers on occasion or courses that may be used in this category that can be transferred in from other College(s) or University(s).				

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Natural Sciences

Course	AGEC COURSE	Semester Offered		
		Fall	Spring	Summer
ANR 111N Agroecology & Tohono O'odham Crop Production	X	Delivered occasionally		
ANR 128N Plant Ecology of the Sonoran Desert	X	Delivered occasionally		

ANR 130N Plant Science	X	Delivered occasionally		
ANR 210N Rangeland Conservation		Delivered occasionally		
ANR 221N Soil Science		Delivered occasionally		
ANR 225N Environmental Issues and Conservation	X	Delivered occasionally		
ANR 286N Water Resources	X	X		
ANR 290N Wildlife Conservation	X	X		
AST 101N Solar System	X	X	X	X
AST 102N Stars, Galaxies, Universe	X	X	X	X
BIO 100N Biology Concepts	X	X	X	X
BIO 105N Environmental Biology	X	X	X	X
BIO 108N Plants, People, and Culture		Delivered occasionally		
BIO 109N Natural History of the Southwest	X		X	
BIO 127N Human Nutrition and Biology	X	X	X	X
BIO 160N Introduction to Human Anatomy & Physiology	X	X	X	
BIO 181N Unity of Life I: Life of the Cell	X	X	X	
BIO 182N Unity of Life II: Multicellular	X		X	

BIO 201N Human Anatomy and Physiology I		X		
BIO 202N Human Anatomy and Physiology II			X	
BIO 205 Microbiology		X		
BIO 208N Tohono O'odham Ethnobotany	X	Delivered occasionally		
BIO 254N Global Change Biology		X		
BIO 298 Service Learning Practicum		X	X	
BIO 299 Research Practicum		X	X	
CHM 121N Chemistry and Society	X	X	X	X
CHM 140N Fundamentals Organic & Biochemistry		X		
CHM 151N General Chemistry I	X	X	X	
CHM 152N General Chemistry II	X		X	
GEO 101N Physical Geography: Weather and Climate	X		X	X
PHY 121N Fundamentals of Physics I	X	X		
The courses listed here are not all inclusive, there may be other courses TOCC offers on occasion or courses that may be used in this category that can be transferred in from other College(s) or University(s).				

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Written and Oral Communications

Course	AGEC COURSE	Semester Offered		
		Fall	Spring	Summer
THO 101 Elementary Tohono O'odham I	X	X	X	X
THO 102 Elementary Tohono O'odham II	X	X	X	X
THO 106 Conversational Tohono O'odham	X	X		
THO 107 Conversational Tohono O'odham II	X	Delivered Occasionally		
THO 201 Intermediate Tohono O'odham	X	X		
THO 202 Advanced Tohono O'odham	X		X	
WRT 101 Writing I	X	X	X	X
WRT 102 Writing II	X	X	X	X

Appendix D: Academic Integrity Violation Form

ACADEMIC INTEGRITY VIOLATION REPORT

Confidential Report Form

STUDENT INFORMATION

Student Name: _____

Student ID: _____

Email Address: _____

Semester and Year: _____

COURSE INFORMATION

Course Title: _____

Course Number: _____

Section: _____

Instructor: _____

INCIDENT INFORMATION

Date of Incident: _____

Assignment/Exam Violated: _____

TYPE OF VIOLATION

☐ Unauthorized/Undisclosed use of AI ☐ Cheating on Exam/Project ☐ Plagiarism ☐ Self-Plagiarism

☐ Facilitation ☐ Fabrication ☐ Unfair Advantage ☐ Falsification ☐ Other

DESCRIPTION OF VIOLATION

EVIDENCE/DOCUMENTATION

(list any physical evidence, documentation, or supporting materials. Include file names, websites, or other sources if applicable):

WITNESSES AND ADDITIONAL INFORMATION

Witnesses, if any (list names and contact information of any witnesses to the violation):

STUDENT RESPONSE/EXPLANATION

(Record any response, explanation, or admission provided by the student when confronted with the violation):

PREVIOUS VIOLATIONS

☐ This is the student's first violation (check with Academic Dean)

☐ Student has previous academic integrity violations on record (details of previous violations):

RECOMMENDED DISCIPLINARY ACTION

☐ Warning ☐ Assignment Resubmission ☐ Grade Reduction ☐ Fail Assignment

☐ Fail Course ☐ Suspension

JUSTIFICATION FOR RECOMMENDED ACTION

(Explain the reasoning behind the recommended disciplinary action, considering the severity of the violation and any mitigating or aggravating factors.)

Reporting Faculty/Staff:	Academic Dean/Supervisor:
Name:	Name:
Title:	Title:
Signature:	Signature:
Date:	Date:

For Official Use Only
Reviewed by ---------- Date Received ----------
Action Taken ----------
Follow up Required ☐ Yes ☐ No Notes ----------

Note: This report should be submitted within 48 hrs. of discovering the violation. All information will be kept confidential and used solely for the purpose of investigating and resolving the academic integrity violation in accordance with the institution's policies. A copy of this form will be placed in the student permanent record.

Addenda

Version	Date	Addendum	Approved by

Tohono O'odham Kekel Ha-Maṣcamakuḍ
President's Office
P.O. Box 3129 Sells, AZ 85634
Phone: (520) 479-2304 | Fax: (520) 383-8403
www.tocc.edu

President's Report to the Board of Trustees

July 7, 2026

Dr. Ofelia Zepeda, Chair
Tohono O'odham Community College Board of Trustees

Dear Dr. Zepeda and Members of the Board of Trustees,

It is an honor to submit to you my July board report detailing significant events and activities during the month of June. As summer session, along with major administrative projects, got underway, the shift on campus was evident. Days were quieter with fewer students and faculty. Meetings still occurring but in somewhat less frequency – enabling us to dig deeper into project and task progression. We are well on our way to preparing for the start of the new Academic and Fiscal Years.

Highlights from June, 2026:

Item	Actions	Notations
1. Rural Health Workforce	Met with members of the Arizona Office of Economic Opportunity.	There are dedicated funds for support of Tribal Nations and Colleges to develop our healthcare workforce and to close gaps in skilled healthcare employees.
2. EDA Application	Worked on details of this application for construction funds for Wiṣag Koṣ	Met with stakeholders developing the grant application in preparation of submission with Board approval (received at June board meeting). Feedback has necessitated additional documentation and clarification of intended outcomes.
3. Meeting with Schuk Toak District	Dean of Finance and President met with the Chairwoman of the District to review payments from the College as outline in our MOU agreement.	A history of payments due and payments made were reviewed. Two significant payments were processed – one earlier in the spring, and the second one in the month of June – to bring these payments current.
4. Wiṣag Koṣ Planning, Civil Rights Response for LGOS	Both of these meetings were in support of our Wiṣag Koṣ operations.	The planning phase engaging the Wiṣag Koṣ team has been completed, and is now shifting to civil engineering and architectural renderings. LGOS is responding to a Civil Rights audit to tighten our compliance with several components in our operations.

Item	Actions	Notations
5. Community Driven Economic Development	Meeting with AIHEC and other Tribal Colleges on coordinated and collaborative economic development efforts to strengthen Tribal Colleges' role in Economic Development	These announced efforts at the national level align with many of our recent efforts at TOCC, including: • Strengthening Apprenticeships • Adding Heavy Machinery • Seeking instructor for Solar Panel Technician Certificate • Seeking instructor of Culinary Mini-badges and Certificates • Land Grant/Natural Resources micro-certificates • EDA Application for Entrepreneurship Hub • EMT 2nd Cohort • Certifying CNA course to launch in Academic Year 2026-2027
6. Review and Revisions to College Org Charts	Continued work on finalizing Org Charts.	Final drafts of the organizational charts will be presented at the July Board meeting/retreat.
7. Meetings on the 2026-2031 Strategic Plan	Ongoing meetings with the four areas working on developing the draft plan.	These meetings have been engaging and dynamic. A first discussion of each area's progress will be shared at the July Board meeting/retreat.
8. Collaborative Opportunity regarding Heavy Equipment	A meeting with Pascua Yaqui One Stop and Workforce Development personnel.	A very productive meeting to learn more about how the College can work collaboratively with Tribal Nation's workforce development and one-stop WIOA funded services to support Nation members in gaining workforce skills such as in the soon to be relaunched heavy equipment program
9. Mario Helu-Montes Retirement	We honored the years of service of Dr. Mario Montes-Helu as he retired from TOCC on June 30, 2026.	We had a heartfelt gathering of employees to celebrate Mario's years of service to TOCC. Small gifts were presented, Dr. Laura Sujo-Montes also attended, and a warm sendoff was given to this new era of retirement for both of these former employees.

Respectfully Submitted,

Stephen Schoonmaker

Dr. Stephen Schoonmaker
President
Tohono O'odham Community College

June 2026 Board Report Activities
Human Resources

Issues/Items	Discussion/ Situation	Summary/ Resolution
ADP Validation	Working with Interim Payroll Technician, Dean of Finance and HR Generalist to clean employee data for Paychex and ADP.	Completed third payroll through ADP. Moving towards ending this implementation and starting the talent module.
Cost of Living Adjustment	Preparing all current eligible employees records to implement the COLA	Working with ADP and Payroll to initiate the COLA. ADP assisting with the final payroll.
Training	Offered trainings for supervisors on timecard review and processing. Offered search committee training.	Timecard training completed June 16th and 17th for 17 supervisors. Search Committee training completed on 6/18 for six employees.
Transfer and establish FSA benefit coverage	Working with broker to identify companies to transition our Flexible Spending Account. Currently managed by Paychex, former payroll vendor.	Have found a vendor and working with the broker on transition effective 10/1 and close out the process with Paychex.
Policies and Process Project	Working with the President's office to establish a Board Policies (BPs) and Administrative Procedures (APs) model.	Presented current policies to the consultant for review.
Learning Management Module	Started review of ADP learning management module.	Working to identify core training by position types, and for new employees, and supervisors.

Report to TOCC Board of Trustees:

Jay Juan
Chief of Operations
June 2026

Issues/Items	Actions/Assessment
Fire in Residence	The area damaged by the fire has been inspected and assessed by the Contractor's insurance company. Repairs are to be completed by July 10th.
HVAC Systems Update	• GSK – AC unit needed a new control board • Wiṣag Koṣ Library – replaced the control board • Agriculture Office – AC unit need a new condenser fan motor • AC system replacement to residence B100 and B200 are continuing with a completion date of July 10th. • Kosin is experiencing AC issues. Comfort Control (AC Company) is working on repairing the units.
Transaction Privilege Tax (TPT) Work plan/Application	Met with Admin Leadership Team to discuss needed projects. Created a work plan project list to be included with the TPT application.
Power outage to Patio	Transformer was damaged and must be replaced. We obtained two quotes from electrical contractors. We will move forward with a PO after July 1st.
Safety Meeting "Toolbox Talk"	Operations/Facilities Team met to discuss the importance of staying hydrated during the summer heat, and signs to watch for heat exhaustion.
Wiṣag Koṣ Maṣcamakuḍ Site/Master plan	Continual meetings on Wiṣag Koṣ Maṣcamakuḍ master plan with staff and ESB. Plan is nearing final draft - review phase.
Service/maintenance calls, building usage requests, and vehicle requests	Calls for maintenance – 36 Building usage Requests – 69 Vehicle Requests – 24
Transportation/Shuttle numbers	6/1 - 6/5/2026. 21 student passengers; average of 4.2 6/8 - 6/12/2026. 14 student passengers; average of 2.8 6/15 - 6/18/2026. 8 student passengers; average of 2 6/22 - 6/26/2026. 16 student passengers; average of 3.2 6/29 - 6/30/2026. 9 student passengers a average of 4.5
GSA vehicles reports	Updated mileage reports and met maintenance requirements per GSA request.

To: Tohono O'odham Community College Board of Trustees

Thru: Dr. Stephen Schoonmaker, President

From: Ronald Geronimo, Director
Frances Benavidez, Project Director, NSF TEAC

Subject: June 2026 Board Report

O'odham Ñi'okĭ Ki: (ONK) - Key Areas Addressed in June 2026 p. 1 of 2

Strategic Initiative	Key Focus Areas	Actions/Assessments
Language Documentation and Media– Print, Video, and Broadcast	Developing new media, digital and print resources.	Hekajĭn g Ñi'okĭ Radio Show: Monte Lopez produced two new radio shows featuring Ms. Marilyn Francisco of Chukut Kuk District and Mr. Gerald Pablo of San Lucy. Through these conversations, listeners hear conversational O'odham spoken in an everyday way while strengthening awareness and encouraging the continued use of our language within the community. Resource Guide for O'odham Language Teachers: Ms. Lynn Liston is working on a resource guide featuring selected visual aids, games, and books she developed over the years with lesson ideas, and sample language that may be used when teaching early learners centered around the seasonal calendar. This guide will be shared during a back-to-school training for Tohono O'odham Nation Head Start teachers in July 2026.
Capacity Building: Training for Language Sustainability	Building capacity for language speakers to lead language continuity efforts through varying training initiatives.	Title III Student Intern: In June, the O'odham Ñi'okĭ Ki: welcomed Alva Antone as a new Title III student intern. The internship provides additional support for language center initiatives while offering Alva hands-on experience in language programming and helping prepare the next generation of professionals committed to supporting O'odham language continuity. O'odham Ñi'okĭ Ha-Mascama – Second Session: Pre-registration has reached 31 participants, representing all 11 districts of the Tohono O'odham Nation and 24 unique communities. This broad representation reflects continued interest in developing local language teachers throughout the Nation. Beginning in July, participants will receive training in immersion-based language teaching strategies to strengthen community-led language instruction. Native Language Teacher Institute (NALTI) Training – Ms. Lynn Liston and Lois Liston traveled to New Mexico for a week-long training hosted by the University of New Mexico to learn new strategies and approaches that will strengthen the Language Center's language reclamation efforts and will be applied to work both do through the language center. American Indian Language Development Institute (AILDI) Workshop – Jenny Narcho and Frances Benavidez attended a 3-day workshop hosted by AILDI focused on Native Language Play, Skits and Activity Development to learn new strategies for promoting language learning in fun and creative ways.

O'odham Ñi'okĭ Ki: (ONK) - Key Areas Addressed in June 2026 p. 2 of 2

Strategic Initiative	Key Focus Areas	Actions/Assessments
Networking and Outreach – Organizing with the Community	Promoting Language Use and Visibility	Translation Requests: the language center continues to partner with Nation's departments and organizations to increase the visibility of the language through translation services. Ron Geronimo completed seven translation requests for five unique organizations. These partnerships help integrate the language into government, education and community programs. Community Language Learning and Youth Engagement: The O'odham Ñi'okĭ Ki: continued providing community-based language learning opportunities for youth and families through classes, and outreach that promote the use of O'odham. Summary - San Lucy Conversational O'odham Language Class concluded with positive participant feedback that will guide the next conversational language class beginning in September. - San Miguel Community Day provided an opportunity to share information about the O'odham Language Center and engage community members in an interactive O'odham language learning activity led by Frances. - San Lucy Summer Reading Program offers weekly O'odham language lessons, with Jenny teaching students introductory O'odham. - TO SAP Weekly Lessons provided students with regular opportunities to learn and practice O'odham through weekly language instruction offered by Jenny. - 3rd Annual Tohono O'odham Language Youth Gathering (TOLYG) welcomed another strong group of youth participants. Evaluation results showed students gained new knowledge about the bahidaj harvest and its cultural significance. Many participants were returning students, demonstrating continued interest in O'odham language learning and cultural programming. These activities provide consistent opportunities for youth, and families to learn and use O'odham while strengthening cultural knowledge. Continued participation from returning students and community members demonstrates growing interest in O'odham language programming and supports the Language Center's long-term goal of strengthening language continuity.
Other	NSF Supplemental Funding	Potential Additional NSF Funds: TOCC's NSF Program Officer informed the O'odham Ñi'okĭ Ki: of an opportunity to apply for up to $400,000 in supplemental funding to strengthen implementation of the current NSF award. The proposal was completed. If awarded, the funding will expand immersion classroom support through continued instructional coaching, O'odham Language Facilitators, development of additional language resources, and increased access to materials for teachers and families.

TO: Tohono O'odham Community College Board of Trustees

THRU: Dr. Stephen Schoonmaker, President

FROM: Kristin Eberhardt, Title III Project Director

DATE: July 6, 2026

SUBJECT: Title III Grants Board Report June 2026

Key Issues/Items addressed

Issues/Items	**Actions/Assessment**
Title III Part A	• Document Team oversaw shredding Finance documents-125 boxes • Document Team assisting with shredding Bookstore-5 boxes
Title III Part F	• Budget for Part F for the grant year • Requisition for West Campus Renovation turned in
Title III Part A-25A	• Budget finished and components decided upon for: CNA/EMT, heavy equipment, educational supplies, solar panel installation program, Multipurpose Building • Last of heavy equipment arrived at Yaqui Training Center
Radio	• Radio shows were edited and sent to KOHN • Compilation of radio shows for the grant year • Set up interviews for new radio interns
Accuplacer/EdReady	• Review of incoming students taking EdReady • Review of setting up EdReady for future EMT students • Review of EdReady reports with NROC
Tutors	• Ongoing review Tutor Logs for Annual Performance Report
Grants Team	• Review grant management training • Grant Management Training on June 4 at West Campus • Grant management review by request
Misc	• Pryor Training Rewards employees review and renew • Multipurpose Building walls and gym going up • Discussion of Rural Dev grants • Attended Emergency Planning Meeting

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Office of Institutional Effectiveness
P.O. Box 3129 Sells, AZ 85634
Phone: (520) 479-2304 | Fax: (520) 383-8403
www.tocc.edu

TO: Board of Trustees, Tohono O'odham Community College
THRU: Dr. Stephen Schoonmaker, President
FROM: Ben Jose, Institutional Researcher
DATE: July 7, 2026
SUBJECT: June 2026 Board Report

Ben Jose's June 2026 Report to TOCC Board of Trustees

Issues/Items	Actions/Assessment	Summary/Resolution
2026 NC SARA – National Council for State Authorization Reciprocity Agreements Report	Compile and organize information	Working in conjunction with Martha Lee. The Office of Institutional Research provided requested information to complete the NC SARA report. As a participating institution, TOCC is required to report on Exclusively Distant Education Enrollment (EDEE) and Out of State Learning Placement (OOSLP) to ensure efficient, consistent and effective regulation of distance education programs.
CNSS – Cultivating Native Student Success Grant	Compile and organize information	I have been partaking in the efforts to fulfill the requirements of the grant. Institutional student enrollment counts and additional requested information has been compiled for the need to address grant reporting cycles.

HLC Reaccreditation Federal Compliance Team	Compile and organize information	Continued efforts are being addressed to prepare for the HLC Reaccreditation visit. IR has been involved in meetings about the steps the college is taking toward supplying evidence to answer the federal compliance questions. This is a continued work in progress.
Internal Requests	Compile and organize information	Taking a look at the trend in retention from the period of Spring2021 through Spring2026. IR organized requested information for Dr. Mario Montes-Helu for a study. The analyzed results have yet to be shared. I also extracted student information on current and incoming students for the Phoenix site and well as for the Tohono O'odham Studies Program. The requested information will be used to contact students and assist with their needs.
Jenzabar Working Group	Participate	IR continues to be involved in the meetings with the IT department to stay informed and assist with their efforts in making improvements at the college.

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Himdag Committee
P.O. Box 3129 Sells, AZ 85634
Phone: (520) 479-2304 | Fax: (520) 383-8403
www.tocc.edu

Himdag Committee's Report to the Board of Trustees

July 8, 2026

Dr. Ofelia Zepeda, Chair
Tohono O'odham Community College Board of Trustees

Dear Dr. Zepeda and Members of the Board of Trustees,

It is an honor to submit to you my July report detailing significant events and activities during the month of June. I had a few activities and events that I attended during June.

Item	Actions
Tohono O'odham Language Youth Gathering	• Attended the Tohono O'odham Language Youth Gathering in the Himdag Ki:.
Cultural Presentation	• San Xavier Sanitation Facilities Construction Branch- Presentation was more question. The questions asked were based on experiences staff had when going into a home.
Bahidaj Harvest	• Continued with preparations for harvest; getting food and wood for the Sitol making.

Respectfully Submitted,

Adrianne Rios

Adrianne Rios
Cultural Liaison
Tohono O'odham Kekel Ha-Maṣcamakuḍ

Tohono O'odham Kekel Ha-Maṣcamakuḍ
Land Grant Office for Sustainability
P.O. Box 3129 Sells, AZ 85634
Phone: (520) 479-2304 | Fax: (520) 383-8403
www.tocc.edu

LAND GRANT OFFICE OF SUSTAINABILITY – June 2026 activities

Presentation of the Equity 2022-2026 cycle at the USDA-NIFA Project Directors Meeting.

On June 2, LGOS Director presented a summary of the project "Planting the seeds of culture and food: Agricultural experiential education with Micro-credentials" which cycle concludes in 2026. The presentation highlighted how the program fostered agricultural, leadership, and entrepreneurship skills for tribal members through experiential, culturally relevant education and workforce development. TOCC launched flexible micro-credential programs focused on heritage and nutrition, successfully piloting three certificates in horseshoeing, natural resources, and agribusiness over four years. Training enhanced both community and faculty in culturally responsive teaching and leadership. Outreach included workshops, events, and media. Credit recognition challenges were addressed via faculty collaboration and external funding. The presentation wrapped up with plans for 2026–2030.

Extension grant proposal preparation for USDA-NIFA.

During June, the LGOS Team held weekly strategic planning sessions to establish objectives, budgetary needs, and the framework for the upcoming four-year USDA-NIFA Tribal Colleges Extension Program—Capacity Applications (TCEP-CA) grant cycle. Participants included the Ag Farm Manager and Assistant Manager, who provided expertise on agricultural operations and resource allocation; the Traditional Food Systems Coordinator, advising on cultural and nutritional integration; the Office Coordinator, managing logistics and documentation; the Academic Dean, ensuring educational alignment; the TOCC President, offering institutional oversight; the Director of Communications & College Advancement, guiding outreach and grant promotion; and the LGOS Director, facilitating coordination among all team members. The discussions covered project timelines, personnel responsibilities, budget allocations, community engagement, curriculum development, and adherence to USDA-NIFA regulations. These meetings will continue throughout the grant writing phase, with the LGOS Director supervising drafting and submission to ensure compliance by the August 14, 2026 deadline.

Traditional Food Systems Outreach (TFSO)

In June, Traditional Food Systems Outreach (TFSO) advanced community engagement and traditional food education through diverse projects. The TFSO supported the development of marketing materials—including logos, digital media assets, and presentations—to highlight the

cultural and economic value of O’odham squash. TFSO also organized agribusiness training sessions to build skills in sustainable agriculture and entrepreneurship among tribal members and local stakeholders, featuring hands-on workshops, guest speakers, and forums. They maintained communication with students and presenters, managed logistics, and ensured smooth coordination. Staff participated in the SXCF Presenter session for professional development, reviewed administrative documents like NIFA reports and budgets, and collaborated on grant planning during weekly meetings. Highlights included TFSO's participation in the Bahidaj harvest event at Saguaro National Park, where members learned traditional techniques and distributed informational handouts on its nutritional benefits and role in Indigenous diets.

Office Coordinator

In June 2026, the operations team, under the leadership of Adam Renegar, efficiently managed key tasks, personnel transitions, and collaborative efforts. Adam assumed the role of Office Coordinator for Operations and Sustainability, working closely with Adrian Quijada, Jay Juan, and Annastasia Gonzalez to facilitate a seamless transition. He oversaw the approval of requests, handled requisitions, supervised front desk responsibilities, coordinated with Facilities and Aaron Antone to address maintenance concerns, managed the vehicle fleet, and administrated the card reader system. Additionally, Adam established a Google Drive to enhance information accessibility. The majority of activities were directed by Adam, supported by Aaron and assisted by Adrian, Jay, and Annastasia, ensuring operational continuity throughout June.

Student Services Highlights June 2026

Dean – Yolanda Pacheco

TOPIC	DISCUSSION
Native American Student Advocacy Institute (NASAI) June 3-5, 2026	4 Student Services staff from Main campus and 2 from Phoenix, including myself, attended the Institute. It was an opportunity to network with colleagues from mainstream universities and colleges. Sessions were focused on programming and support of Indigenous students in higher education and K-12.
Cultivating Native Student Success Convening – Sitting Bull College, Fort Yates, ND	I, and three CNSS Grant Committee members attended the annual convening. The convening was attended by all TCU's receiving the CNSS Grant. It was a time for learning, sharing, fellowship and fun. Our Student Success Coordinator, Rene Garciaguirre presented a session on the Mental Health workshop series he and Dr. Peterson facilitated Spring 2026 semester.

Student Success Coach - Mirta Fuentes

TOPIC	DISCUSSION
Key Activities	-Provided ongoing academic success coaching, individualized student support, and follow-up services. - Supported the Summer Bridge Program by assisting new students with their transition to college through success coaching and facilitation of STU 101-3: Becoming a Master Student. - Monitored student academic progress and coordinated interventions with faculty and Student Services to support student persistence. - Continued developing student success resources while contributing to Student Services initiatives and policy development. - Reviewed student coursework and provided timely, constructive feedback to support academic achievement.
Beyond Cancer Community Event	Attended the Beyond Cancer community event hosted by the Pascua Yaqui Tribe in partnership with the University of Arizona Cancer Center. The event provided an opportunity to strengthen community partnerships, learn about resources available to individuals and families affected by cancer, and connect with organizations offering health and wellness services. Information and resources gathered will help Student Services better support TOCC students and their families by promoting access to community-based health resources and reinforcing the College's commitment to holistic student well-being.

Behavioral Health Counselor – Raphael Mendoza

TOPIC	DISCUSSION
Behavioral Health Activity Summary	-Total Unique Students Served: 5 -Total Unique Employees Served: 1 -Total Clinical Sessions Held: 7 -Crisis Interventions: 0 -External Referrals to TOBH: 0 -Student Retention Support: Behavioral health services were provided to five students during the summer semester. At the time of this report, all five students remain enrolled for the Fall 2026 semester.
June Highlights	-Began providing behavioral health counseling services to students and employees. -Established the Counseling Office and began developing foundational clinical documentation, including intake forms, treatment plans, progress note templates, behavioral health screenings, and other clinical forms to support service delivery. -Reviewed materials and files from the previous counselor to assess existing services, identify program needs, and support continuity of care. -Began building collaborative relationships with Student Services and other campus departments to support student wellness and success. -Provided supportive counseling addressing adjustment concerns, grief and loss, stress management, and overall student wellness. -Participated in onboarding activities and continued becoming familiar with college policies, procedures, campus resources, and student support processes. -Began planning future behavioral health outreach, wellness initiatives, and psychoeducational programming for the campus community.

Student Success Coordinator – Rene Garciaguirre

TOPIC	DISCUSSION
American Indian College Fund Conference (North Dakota) Date: 6/24/26	Details: Participated in the American Indian College Fund Conference, engaging with higher education professionals dedicated to supporting Indigenous students. Presentation: Presented to tribal colleges about collaborating with our faculty to develop Mental Health and Wellness workshop series that reflect the unique needs of our colleges and connect students to practical wellness strategies and fostered community through discussion and sharing.
Collaboration on Student Retention Policies	Overview: Worked closely with the Student Success Team to design retention policies tailored to our student population.

	Focus Areas: Ensured policies address the diverse needs of students. Developed strategies to connect students with essential resources, enhancing their academic and personal success.
Managed Accommodations Processes	Managed accommodations for summer semester students and incoming fall students. Ensured that students receiving accommodations during the summer found them accessible and collaborated with faculty to ensure successful implementation.
Support for SAP Appeals	Provided ongoing support for students filing Satisfactory Academic Progress (SAP) appeals during the summer 2026 semester.
Inquiries and Support for Student Success Office	Offered continuous support to individuals contacting the Student Success Office with inquiries about registration, advising, financial aid, and connections to various campus resources. Provided comprehensive information about our college to enhance student engagement and success.

Tohono O'odham Community College S-Ki:kig Maṣcama Ki:
4041 North Central Avenue, Bldg B
Phoenix, Arizona 85012
Phone: 480-590-3447 | www.tocc.edu

To: Tohono O'odham Community College Board of Trustees
From: Cassandra Scott, Phoenix Center Director
Subject: June 2026 board report (CScott, Elayne Benally & Ceyshe Napa)

Phoenix Center Activity Summary

- Total June Visitors: 74
  (Staff/Faculty: 5)
- **Student and Community Interactions: 750**
  Includes direct individual contacts via phone, text, and email.

Administrative Highlights

- Student Services Team meeting
- Emergency Response Team meeting
- June Power Hour - The Hidden Workforce

Outreach and Recruitment Highlights (1,132 attendees at all June events)

- PHX Jegos Report - digital newsletter for S-Ki:kig Maṣcama Ki: students
- **Tempe Union HS District Circle of Nations Welcome Gathering:**
  Opportunity to learn about the new Circle of Nations Pathway Program and celebrate a shared commitment to Native American student success.
- **ASU INSPIRE Resource Fair:**
  Program for Indigenous high school students learning about educational, cultural, and community-building experiences. Resource Fair is a camp experience to provide students with the opportunity to connect directly with organizations, programs, and professionals who can support their academic, professional, and personal growth.

Training and Professional Development

- Native American Student Advocacy Institute (NASAI) Ceyshe & Cassandra
- Enabling a Data-Informed Culture: AI Assist for Analytics
- Public Service Promise Webinar for National Fund for Excellence in American Indian Education and Texas Native Health

Student-Focused Activities and Retention Efforts

- **S-Ki:kig Maṣcama Ki: Student Survey**; classes, workshops, & identifying location feedback
- TOCC in person Advising at *S-Ki:kig Maṣcama Ki:*
- TOCC GED Info Session at *S-Ki:kig Maṣcama Ki:*
- TOCC GED Advising at *S-Ki:kig Maṣcama Ki:*
- Attend 6.30 TOCC virtual Orientation

Ñia, Oya G-T-Taccui Am Hab E -ju:
Our Dream Fulfilled

TO: Tohono O'odham Community College Board of Trustees
THRU: Stephen Schoonmaker, President
FROM: Drew Harris, Interim Director of Student Life
DATE: July 9th, 2026
SUBJECT: Student Life **June 2026** Board Reports

Drew Harris- Director of Student Life
Key Issues/Items addressed in 2026 June

Issues/Items	**Actions/Assessment**

Director of Student Life Monthly Highlights	Just a few Highlights for the month for May 2026:
	
	- The following are meetings and events I attended during the month of June:
	  - Weekly ALT Meeting on Monday afternoons
	  - Himdag Committee Meeting- Every other Monday
	  - Had an Environmental Health Inspection for the dormitories 06/17
	  - Hired two new Security Guards 06/02.
	  - Met with the Curriculum Specialist to develop classes for Multipurpose building.
	  - Met with all incoming XC Recruits. 06/12-0619.
	  - Regional Championship Planning Meeting 06/17.
	  - Attended Emergency Task Force Meeting
	  - Attended the USDA Grant Meeting 06/30.
	❖ Quick highlights on a few meetings and events attended:
	  - Residence Life gained approval to utilize USDA grant money towards dorm FFE.
	  - There are 7 new XC signees. 3 women and 4 men.
	  - Security added 2 new Full-time employees.
	
	- I also continue to meet and work with the Food Program, Security, Wellness/Athletic Program and the Residence Life staff on projects and events they are working on, making sure they have all the resources they need to complete projects.

Food Program Information	Just a few of highlights in regards to the Food Program: -Food Service Operations The TOCC Food Service Program continued to provide daily breakfast and lunch services to students at S-chuk Du'ag Mascamakud and Wisag Kos Mascamakud. Dinner services also continued for resident students and participants in The Bridge Program.

	-Summer Youth Employment The S-chuk Toak Summer Youth Workers began employment on June 1, 2026. TOCC Food Service welcomed six summer youth workers who are assisting with daily food service. -Agricultural Partnership The TOCC Agriculture Program supplied the TOCC Food Service Program with beans and squash harvested from its gardens. These locally grown produce items were incorporated into meal preparation, supporting the use of fresh, locally sourced ingredients. -Health Inspection On June 29, 2026, a health inspection was conducted at the Kosin. The inspection was completed as part of routine health and food safety compliance procedures.
Community relations and outside college contacts	-Nutrition Education and Food Demonstrations The San Xavier Community canceled its scheduled Food Demonstration that was planned for June 18, 2026. The event has been rescheduled for July 2026. On June 23, 2026, TOCC Food Service conducted a Food Demonstration for students participating in The Bridge Program. The Lead Cook and Assistant Cook demonstrated how to prepare homemade pizza, providing students with hands-on nutrition and cooking education

Briana Hudgins, Residence Life Coordinators (RLC)
Key Issues/Items addressed in 2026 June

Issues/Items	**Actions/Assessment**
Current Residents	Summer 2026 Residents - 19 residents in total. 8 men and 11 women - 12 bridge students and 3 of the 4 mentors are currently residing in the dorms. Fall 2026 - RLC and Interim SL Director have reviewed 9 applications and accepted 8 students - There are 7 new applications ready for review Fall Housing application deadline is July 24th, 2026
Preparation of Physical Structures	Minor repairs entered into the School Dude program and are quickly addressed and resolved. - **Fire Incident Update:** - During the June All-Staff meeting, Operations estimated that repairs to the building following the fire would take approximately 6–8 weeks to complete. The Head of Maintenance confirmed with the HVAC contractor that the company's insurance will cover the cost of replacing all soft furnishings that sustained smoke damage, including the couch and all 12 mattresses. Following the fire, all furniture was assessed for smoke damage to determine replacement needs. - Updated time for competition is July 10th, 2026. - **Bed Bug Report** - **June 2th**: Bed Bugs were reported by RA in the men's dorm. It was confirmed that it was isolated to one room. All other rooms were unaffected. Treatment was completed on June 4th. - **June 5th:** Bed Bugs were confirmed to be found in the women's dorm. It was confirmed to be isolated to one room. Treatment was completed June 8th - Pest Control and TOCC Facilities agreed to have all remaining buildings (B200, C200, and C300) to be treated. - Follow-Up treatment will be July 13th. This will be for the mattresses only. Residents will be notified to prep their rooms properly by RLC. - **June 6:** The RLC and Interim Student Life Director met with Foliot Furniture to discuss replacing residence hall furniture. The RLC will assess the condition of all residence hall furniture and submit requests for replacement items as needed. - **A/C unit Installation Update**: all rooms in B100 have 2 AC units that are now properly connected to the power source to prevent further outages. Completion date

	of mounted AC units is pending. **June 19:** The Nation's Environmental Health Department conducted a health inspection of the residence halls. All buildings were cleared of bed bug infestations. Inspectors provided recommendations for preventive measures to help reduce the risk of future infestations. The inspection also identified areas for improvement in bathroom cleaning practices, and corrective actions are being implemented.
Residence Life Coordinator	- -RLC has been meeting with the Director of Student Life weekly to discuss student updates on upcoming events, student resident probation and disciplinary actions. - June 9th: Residents requested for a Makai to visit campus. All buildings were cleansed, and students were given a blessing. Makai informed RLC of additional information regarding the recent incidents. - The RLC is revising the Residence Life Handbook and Housing Agreement to strengthen fire prevention policies and residence hall safety expectations. - The RLC is developing and implementing a Bed Bug Response Policy to establish clear residence hall procedures for Resident Assistants (RAs). - Past Resident Events & Outings: - June 13: Picnic at Salt River, 7 attendees July 3: Salt River Tubing, 9 attendees
Resident Assistants	- RA Concerns: Women's dorm building getting warm during the day despite AC window units, bed bugs, and training needed for bed bug incidents. - RA Monthly Meeting Cleaning supplies, incident report and protocol review, and RA end of semester dinner.

Drew Harris- Athletic/Wellness Manager
Key Issues/Items addressed in 2026 June

Issues/Items	**Actions/Assessment**
Working status	a) As on today overall registrants to the Apedag Ki is 352. b) In the month of June 7 new registrant have signed up to the Apedag Ki: c) Overall user traffic in the month of June was 163. Within the 163 users there were 88 Community members, 42 Employees, and 33 Students who utilized the Apedag Ki: Social Media- Instagram: 856 Followers as of June 6 new Followers. Facebook: 3,366 Followers and 3,190 Likes.
Coaching and Recruiting	a) There are currently 7 Student Athletes that were signed this summer to run. 3 men and 2 women. There are 2 more potential signees.
Scheduling	a) The Apedag Ki: is currently under Summer Hours from 8:30am-6:30pm.
Academics	a) There are currently 7 Student Athletes that were signed this summer to run. 3 men and 2 women. There are 2 more potential signees.
Administration	a) The Athletic/Wellness Manger moved to acting Interim Student Life Director. The Athletic/Wellness Manager is currently overseeing Security, Food Service, Residence Life, Athletics and Wellness. b) The Wellness program will be working with the new Advancement Director to work on a fundraiser for the El Tour De Tucson. c) The Coaches and Athletic Director met with each Student-Athlete individually to go over any questions or concerns pertaining to applying to classes, the dorms, and/or anything else..
Wellness	a) The Apedag Ki: is currently under Summer Hours from 8:30am-6:30pm.
Budget/Fundraising	a) Budget justifications were submitted in May.
Outreach/Community Service	a) The Wellness program assisted with the school's Bahidaj Harvest in June. b) The HOPP Youth Running club came to use the campus for one of there running weeks.

Anne Miguel- Head of Security & Safety
Key Issues/Items addressed in 2026 June

Issue/Items	**Actions/Assessment**
Student Issue/Disciplines	No student issues
Incidents reports	The major concern is doors being left unlocked after hours. Security will continue to report these areas to the appropriate person. A metal storage container was damaged, repair is pending. A sick animal was reported to be on campus, however it left prior to officer arriving to the campus.
Security Staff	• Monthly Residence Life meeting are held to update on items including concerns. Two members of Security have started to participate in the Emergency Response Task Committee. This month the group is working on improving communication among the team of four within Residence Life. Security will refer RL students to obtain approval from the RLC before taking any action. • Monthly Residence Life meeting are held to update on items including concerns. Two members of Security have started to participate in the Emergency Response Task Committee. This month the group is working on improving communication among the team of four within Residence Life. Security will refer RL students to obtain approval from the RLC before taking any action. Interviews were held for five applicants for the Security Guard positions. Two were hired for the full time positions. Another security guard will return to duty after being on leave for personal reasons. We plan to return to having more coverage on the campuses. One security member assisted TO-SAP students in learning basic skills of archery. He will continue to work in recruiting students in the Fall to learn and practice for the tournament held at the AIHEC annual conference. Security staff have discussed a list of tools that are needed for their duties. This list will be submitted in July, after budget is approved. Security will continue to make additional checks on RL due to exterior security lights are not working in the evenings. Schuk Toak District was approved to parked their vehicles at TOCC while their district building is being renovated. This has been added to the list of required checks for the security on duty. At this time four vehicles are usually parked in the lot north of RL, after 5:00 pm.